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Learner Voice Wales survey 2013 Results





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Ipsos MORI

Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Executive Summary	slide 4
Glossary	slide 8
Background and methodology	slide 12
Main report	
1. Overall ratings and expectations.....	slide 18
2. Understanding sub-group differences.....	slide 26
3. Sector summaries.....	slide 33
4. Exploring attitudes to overall experience.....	slide 44
5. Help and Support.....	slide 57
6. Teaching and training.....	slide 62
7. Information and advice.....	slide 67
8. Health and wellbeing.....	slide 71
9. Responsiveness.....	slide 76
10. Learning in Welsh.....	slide 81
Appendix	slide 94

Executive summary

The Learner Voice Wales survey was commissioned by the Welsh Government as part of the Quality and Effectiveness Framework for post-16 learning. The survey was conducted by Ipsos MORI. Over 50,000 learners across the Further Education (FE), Work-based Learning (WBL), Adult Community Learning (ACL) and Welsh for Adults (WfA) sectors took part between January and February 2013.

This report provides an All-Wales perspective, combining and comparing data across the four sectors.

A positive picture overall

- Overall, the vast majority of learners in Wales are positive about their provider and learning experience: 36% rate their provider as 'good' and 48% as 'very good'. For nine in ten learners (90%), the course has either met or exceeded their expectations. Due to the very high satisfaction ratings, this report has focused mainly on the 'very good' ratings in order to draw out differences between sectors and/or groups of learners: the proportion of learners rating their provider as 'very good' overall ranges from 25% - 84%.
- Learners are most positive about the teaching and training (53-61% rate this as 'very good') and the respect from staff (63% 'very good'). They are significantly less positive about the information and advice given (especially relating to options after their course – 34% very good) and the feedback given by providers in response to learners giving their views (31% 'very good').
- Learners in FE are more likely to rate their provider as 'good' rather than 'very good' on a number of measures compared to those in WBL, ACL and WfA. One explanation for this pattern is the high percentage of young learners in FE relative to other sectors (this group is generally less satisfied than older learners). However, younger learners in FE are less positive compared with their peers in other sectors, indicating that there are other explanatory factors. It is not clear from the data why this is the case, contextual questions could be added to future surveys to explore this issue further.

Drivers of overall experience

- Regression analysis was conducted to identify aspects of learning that are most closely linked to positive provider ratings. The analysis identified three aspects as being most important: help and support; teaching and training; and information and advice.
- Teaching and training is currently rated very positively by learners. However, going forward, the two key priorities for improvement are: i) 'help and support' provided to learners – this is the strongest driver of learner experience yet just 44% rate it as 'very good'; and ii) 'information and advice' provided to learners - this is the third strongest driver but is rated as 'very good' by just 38% of learners.

Differences by sub-groups

- A number of consistent patterns emerge when focusing on the experiences of different groups of learners; these patterns have also been observed in a number of surveys among post-16 learners including the FE Choices Learner Satisfaction Survey in England. Male learners are generally less satisfied than females and learners from Asian and Mixed ethnic backgrounds less positive than white learners.
- There is also positive link between satisfaction and age, both nationally and *within* sectors. Therefore, one possible explanation is that these groups of learners have different expectations and prior experience which is impacting on their views. This hypothesis could be tested by conducting some qualitative follow-up research with learners and/or by including a small number of contextual questions in the next Learner Voice survey.

Learning in Welsh

- There is low demand for learning using the medium of Welsh (only one per cent) or bilingually (nine per cent). However, a significant proportion of these learners reported that they were not offered the opportunity to learn in the medium of their choice: just 54% of those who wanted to learn bilingually said they were offered this option and 29% of those who wanted to learn in Welsh only said they were offered this.

Recommendations for driving improvement

- Sustain the high levels of satisfaction with teaching and training, which was identified as the second strongest driver of overall satisfaction with the provider.
- Improve 'help and support' and 'information and advice' to learners (in particular, the timing of information relating to the pathways available to learners on completion of their course). Both are key drivers of satisfaction but are currently rated less positively by learners.
- Undertake follow-up work with learners to understand why they are least positive about provider feedback in response to learners giving their views, for example, what has been their experience of feedback and what are their expectations? This is important to understand since a significant proportion of learners either did not respond to this question or selected 'don't know'.
- Include a small number of contextual questions in the Learner Voice Wales survey to better understand why men, learners from Asian and Mixed ethnic backgrounds and younger learners are generally less positive about their experience.

Glossary

<i>ACL</i>	Adult community learning can be defined as flexible learning opportunities for adults, delivered in community venues to meet local needs. ACL funded by the Welsh Government covers a diverse range of provision. It embraces learning opportunities which are offered by further education and higher education institutions and local authorities.
<i>Base (size)</i>	The 'base' is the number of responses given to a particular question in the survey.
<i>Benchmark / benchmarking</i>	Benchmarks are used to compare the results of different groups of learners. They compare the percentage of learners giving one answer from group A to the percentage of learners giving the same answer in group B.
<i>BME</i>	Black and minority ethnic groups. This sub-group includes learners from Black, Asian, Mixed, and Other ethnic backgrounds.
<i>Cognitive testing</i>	Cognitive testing involves face-to-face interviews with learners to find out how they interpret and respond to questionnaire wording. The purpose of this is to ensure the questions are interpreted consistently across all respondents, and are asking what the researcher intends them to.
<i>Composite scores</i>	Composite scores have been created for five themes within the survey: information and advice, teaching and training, responsiveness, help and support, and health and wellbeing. They are calculated at the individual level, taking an average of a learners' response to each of the questions within that theme.
<i>Data weighting</i>	A process to adjust the profile of the survey sample (those who took part) so that it is representative of the real learner population (everyone who could take part).

<i>Factor analysis</i>	A statistical technique used to find out which questions are most like each other in terms of the answers given by respondents. The highly 'related' questions are then 'reduced' (merged) to create a number of unrelated factors that can be input into other statistical analysis – such as Key Drivers Analysis (see below).
<i>FE</i>	Further Education Institutions (FEIs) are educational establishments that are publicly funded to deliver education and training to post-16 learners.
<i>In-scope learners</i>	Refers to learners who are eligible to take part in the Learner Voice Wales survey.
<i>KDA – Key Drivers Analysis</i>	This is a statistical test performed to analyse the relative strength of factors (independent variables) in determining the outcome of the answer to a specific question (dependent variable).
<i>Learning programmes (WBL)</i>	The type of course/training undertaken by a learner in work-based learning, for example an Apprenticeship or Traineeship.
<i>Linear regression</i>	A type of statistical analysis used to conduct Key Drivers Analysis. The approach looks at the relationship between a 'scale-based' variable (a question where the answer categories can be placed on a scale) and one or more other variables/questions to work out which have the biggest effect on the answer given to the original 'scale-based' variable.
<i>LLDD</i>	Learners with learning difficulties and/or disabilities
<i>LLWR – Lifelong Learning Wales Record</i>	The LLWR is a system used to collect data on learners, their learning activities and achievements across further education, work-based learning and adult community learning. This data is used as the basis for Learner Outcomes Reports (LORs) and benchmarking data.

<i>LLWR matching</i>	Where possible, the ID code entered by learners during the survey was 'matched' to the relevant code on the LLWR database, this allowed for analysis of a range of variables included in the LLWR database but not collected in the survey.
<i>Online reporting tool</i>	Providers are able to access the data submitted by their learners through an online database. The site is an interactive tool, and allows providers to filter their data or compare the results for specific sub-groups.
<i>SSA – Sector Subject Areas</i>	All regulated qualifications are assigned a Sector Subject Area code by the Awarding Organisation. These classifications can be used to group qualifications together into themes for the purpose of analysis.
<i>Verbatim (responses)</i>	A verbatim is the exact wording given in response to an open-ended question, where learners are able to write/type in full sentences, as opposed to selecting a response.
<i>WBL</i>	A network of providers contracted to deliver work-based learning programmes. This network comprises a mixture of private companies, FE colleges, local authorities, third sector organisations and consortia. The programmes support employed and unemployed learners and include: Apprenticeship programmes; Flexible learning; Traineeship programmes; and Steps to Employment programmes.
<i>WfA</i>	These are centres that offer Welsh language courses within adult community learning (ACL). There are six centres.

Background and methodology

What is the Learner Voice Wales survey?

- Learners' views and experiences are at the heart of the Welsh Government's Quality and Effectiveness Framework for post-16 learning. Colleges and learning providers are expected to include learners in their decision-making processes, and use learner feedback to continually improve their services.
- Learner Voice Wales is the largest post-16 learner survey undertaken in Wales, reaching more than 50,000 respondents annually in further education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for Adults (WfA). It gives learners the opportunity to give anonymous feedback about their experiences of post-16 education and training in Wales, highlighting strengths and areas for improvement.
- Learners can complete the survey online or on paper, and are asked a series of questions about:
 - the information, advice and support provided to them;
 - provider responsiveness, learning environment and student well-being;
 - the quality of teaching and training;
 - overall satisfaction;
 - what they like best about their provider;
 - and what they think could be improved
- The first full survey took place in January – February 2013. Pilot surveys of learner views had previously taken place in 2009 and 2010.

How are the survey results used?

- Every learning provider participating in the survey receives a detailed feedback report, which shows their results benchmarked against those for all providers in Wales. Providers are expected to analyse the results in detail, and to use them to help improve their services to current and future learners.
- The individual provider reports are confidential for the first year of the survey. From 2014 summaries will be published, giving learners, parents, employers and the general public access to transparent information on learner satisfaction.
- The results of the survey are used to inform Estyn inspections of post-16 learning providers, giving inspectors a starting point to explore learners' views of their experiences, what matters to them and what changes they want to see.
- A statistical summary of the first year's survey results was published in April 2013 (<http://wales.gov.uk/topics/statistics/headlines/post16education2013/post-16-learner-voice-wales-survey-2013/?lang=en>).

How was the data in this report collected?

- Fieldwork was conducted between 14 January and 23 February 2013.
- The survey was available in English and Welsh, and could be completed online or on paper.
- Questions were designed in consultation with providers and cognitively tested with learners. Questions were tailored for the different learning context in FE, WBL, ACL and WfA.
- Where possible, responses were matched against the Lifelong Learning Wales Record (LLWR). Where this was not possible (for example, for paper responses) or where a match was unsuccessful, learners were asked to specify their age, gender, ethnicity and course level to help analyse the data by sub-groups.
- Full-time FE learners undertaking multiple courses were asked to rate the quality of teaching and training for each of their main qualifications (up to a maximum of three subjects). This means that there are more responses to these questions than total number of learners taking part. This also applies to the Sector Subject Area (SSA) breakdown for FE.
- A separate Excel file of learner verbatim responses from the survey has also been provided alongside individual provider reports in PowerPoint. These responses have been anonymised and cleaned of any obscenities.
- An online reporting tool was also made available to providers from June 2013 with full access to subgroup, course level and sector data.
- For further information about the survey methodology, please view the full technical report, available at <http://wales.gov.uk/learnervoicewales>

- In total 53,898 learners took part, equivalent to 67.6% of all learners sampled (i.e. invited to take part), and 40% of all in-scope learners. The majority took part online (39,339) and 655 learners responded in Welsh.
- The survey achieved a high overall match rate (75% of cases where the identification numbers entered by learners matched to the LLWR database); however this varied considerably between providers (0% - 100%).

	Total*	FE*			WBL	ACL***	WfA*
		All**	full-time**	part-time**			
Total in scope learners	134,961	65,524	31,091	34,433	30,165	25,992	13,280
Total sample	79,682	39,699	31,091	8,608	30,165	6,498	3,320
Total completes	53,898	31,808	19,939	6,464	13,236	7,039	1,815
Online	39,339	29,678	19,612	5,519	6,828	2,007	826
Paper	14,559	2,130	327	945	6,408	5,032	989
Response in Welsh	655	152	93	28	97	188	218
Participation rate (% in scope)	40.0%	48.5%	64.1%	18.8%	43.9%	27.1%	13.7%
Participation rate (% sample)	67.7%	80.1%	64.1%	75.1%	43.9%	108.3%	54.7%
Match to LLWR	78.0%	84.0%	n/a	n/a	54.0%	44.0%	n/a

* The total of in scope learners excludes FE and WfA learners at Coleg Gwent, who did not take part in year 1 of the Learner Voice Wales survey

** Only learners who were 'matched' to the LLWR were able to be classified as full-time or part-time, and thus do not add to the total count of FE learners

*** A sample of one in four ACL learners were invited to take part in the survey, however where possible providers were encouraged to exceed this. Thus the participation rate (% sample) for ACL is higher than 100%.

Notes

- Data has been weighted to match the national learner population. Further details of the sample profile can be found in the appendix. Please note that some variables rely on matching to the LLWR database and thus the base sizes for these sub-groups vary from the overall population.
- Where percentages do not sum to 100% this is due to rounding. The 'base size' is the total number of learners answering each question. This may be less than the total learners taking part due to some learners not answering a question or if it has not been possible to match the learner to the LLWR.
- Sub-group base sizes of below 10 should be treated as indicative only. Those below 5 have been suppressed to protect learner confidentiality. Base sizes for each sub-group can be found in the appendix.
- Where appropriate, the percentage of responses stating 'very good' have been used to demonstrate differences between sub-groups.
- Guidance on statistical reliability can be found in the appendix.
- Learners were given the opportunity to comment on what they liked best about their experience, and what they thought needed improvement. The responses to these open ended comments have been presented in 'word clouds', where the size of the word represents the volume of mentions.
- Further information about the 'Key Drivers Analysis' conducted can be found in the appendix. A full technical report is also available at <http://wales.gov.uk/learnervoicewales>.
- Learners submitting paper responses were more positive about their experience than those submitting responses online. This difference may be explained by a number of valid reasons (for example the profile of learners submitting paper responses). Further work to explore potential mode effect will take place in year two of the survey in 2013/14.

1. Overall rating and expectations

This section looks at the key measures that summarise learner experience, including: overall rating; whether the experience met expectations; and composite scores for key themes such as teaching and training.

1. Overall rating and expectations – summary 1

- Slide 20.** Learners in post-16 education across Wales are **overwhelmingly positive about their provider and learning experience**: 96% rate their provider as good including 48% giving a rating of ‘very good’ and 36% ‘good’.
- Slide 21.** Nine in ten say their course either **met or exceeded their expectations** (90%); four in ten say it exceeded their expectations (40%).
- Slide 20.** Ratings of overall experience are generally lower among learners in the **FE sector**, compared to those in WBL, ACL, and WfA. It should be noted that the majority of learners in FE are, in fact, positive (80% rate their provider as ‘good’/‘very good’ vs. 84% of learners overall); however in contrast to other sectors, they are more likely to rate their experience as ‘good’ (43%) rather than ‘very good’ (37%). This is explored in more detail in chapter 3.
- Slides 20-21.** Older learners are consistently **more positive** about their experience, as are female learners. In contrast, learners from Asian or mixed ethnic backgrounds are **less** likely to rate their experience as ‘very good’ or to feel their expectations have been met or exceeded. This is explored in more detail in chapter 2.
- Slide 22.** There is **no consistent variation by region**, though FE learners in North Wales and ACL learners in South West Wales appear the most positive (41% and 69%, respectively, rate their provider as ‘very good’).

Over four in five (96%) learners rate their provider as 'very good', 'good' or 'fairly good', though learners in FE are slightly less positive

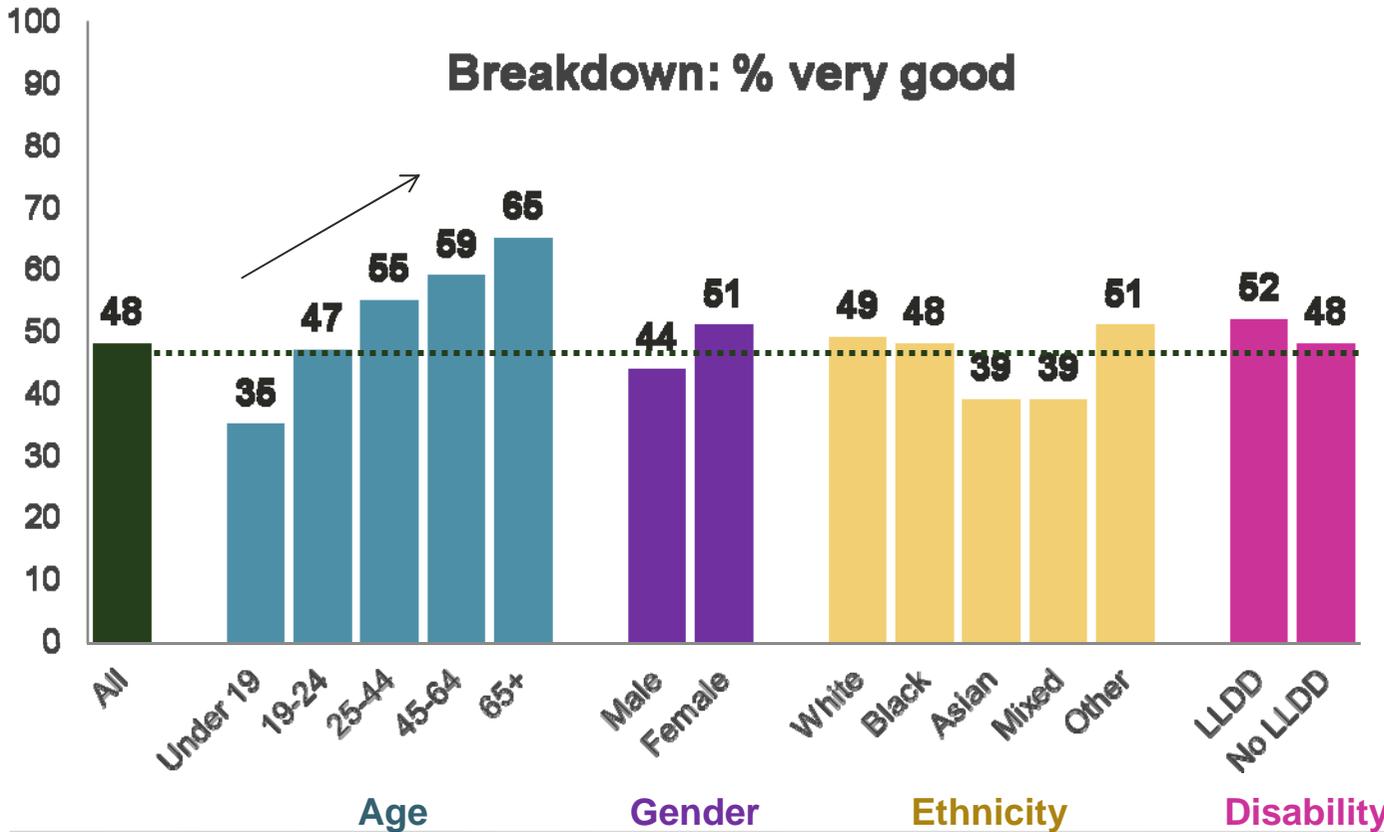
Could you now rate your college/provider overall?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % very good

FE	FE FT	FE PT	WBL	ACL	WfA
37	34	38	60	60	56



WBL, ACL and WfA learners are significantly more likely than those in FE to rate their experience as 'very good'.

The proportion of learners rating their overall experience as good also **increases with age**.

Females are more likely than males to rate their experience as 'very good', as are **learners with learning difficulties or disabilities** compared to those without.

Learners from **Asian and Mixed** ethnic backgrounds are less positive.

Nine in ten (90%) say their course met or exceeded their expectations

Is this course what you expected it to be?

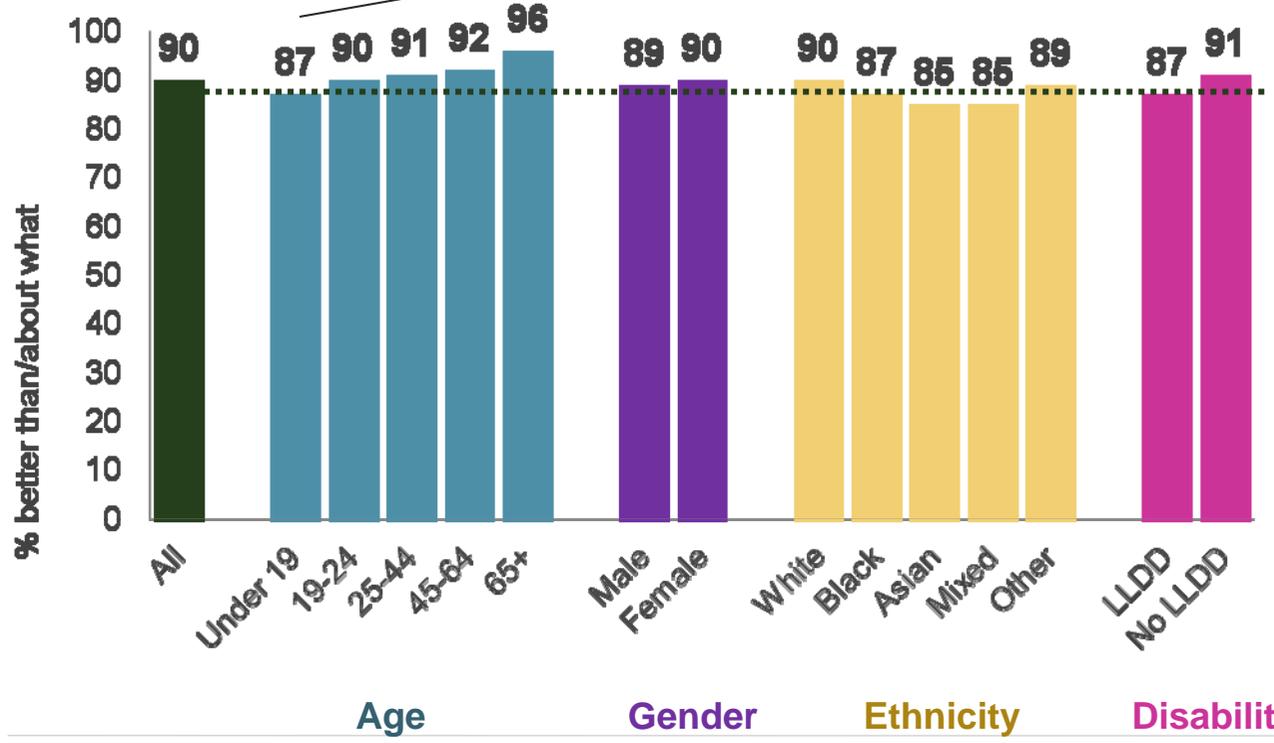
■ Better than I expected
 ■ About what I expected
 ■ Worse than I expected
■ I did not have any expectations
 ■ Don't know



Sector breakdown: % better than / about what expected

FE	FE FT	FE PT	WBL	ACL	WfA
87	86	89	90	94	94

Breakdown % better than /about what expected



ACL and **WfA** learners are the most likely to say their course meets/exceeds expectations. **FE** learners are the most likely to say their course met (52%) rather than exceeded (36%) their expectations.

Again, positive responses increase with **age**; and learners of **Asian** or **Mixed** ethnic background are less positive.

Base: all respondents (53,564). Sub-group base sizes can be found in the appendix
 Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

FE and WBL learners are most positive in North Wales; ACL learners in South West Wales

Could you now rate your college overall; Is this course what you expected it to be?

	% very good overall	% met/exceeded expectations
FE	41%	88%
WBL	65%	93%
ACL	63%	94%

	% very good overall	% met/exceeded expectations
FE	29%	84%
WBL	62%	93%
ACL	64%	91%



	% very good overall	% met/exceeded expectations
FE	33%	88%
WBL	60%	91%
ACL	69%	97%

	% very good overall	% met/exceeded expectations
FE	34%	88%
WBL	59%	87%
ACL	55%	94%

Red and green circles have been used to highlight the highest and lowest regions for percentage 'very good' overall in each sector

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

Base: North Wales (10,087); Mid Wales (1,438); South West Wales (6,749); South East Wales (16,152)

1. Overall rating and expectations – summary 2

- Slide 24.** When rating the different aspects of their learning experiences, learners are **most positive about teaching and training** (53-61% rate this as ‘very good’ across the sectors), and least positive about the information and advice they receive (38% rate this as ‘very good’).
- Slide 25.** Some of the specific areas where improvement is needed include the **information learners receive about the options available to them at the end of their course** (34% rate this as ‘very good’), giving learners **feedback** on what has happened as a result of the views they have given (31% ‘very good’) and support with leading a **healthy lifestyle** (30% ‘very good’).
- Slide 25.** Learners in FE are consistently less positive than their counterparts in work-based learning, adult community learning and Welsh for Adults on a range of aspects, most notably in their assessment of ‘help settling in’ and ‘respect from staff’.

Learners are most positive on the teaching and training received and least positive on information and advice

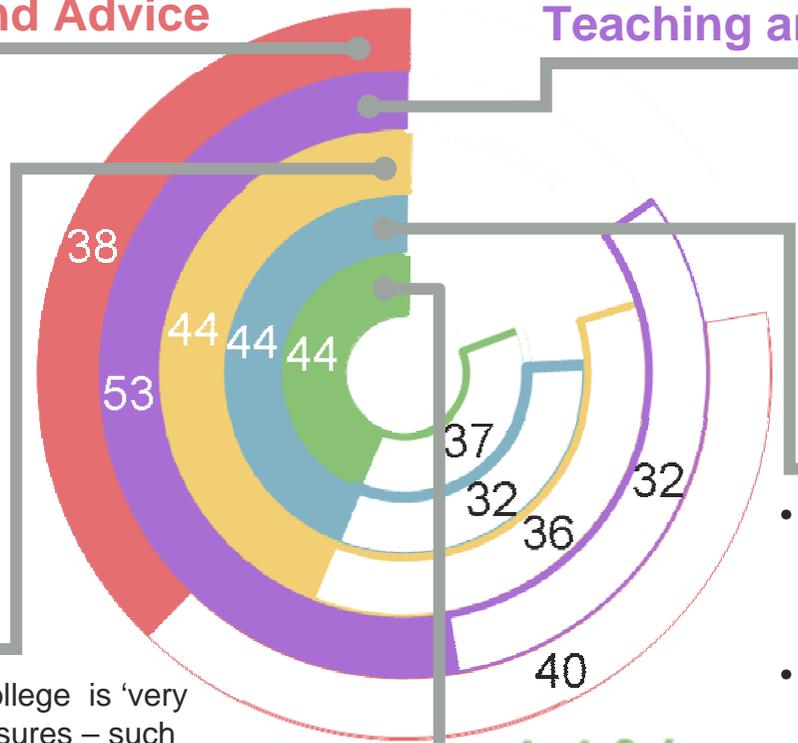
**% giving a score of 'very good'
(followed by % giving a score of 'good')**

38% Information and Advice

Teaching and Training* **53/61%**

- 38% say the information and advice they get is 'very good'.
- FE: 30%; WBL: 47%; ACL 47%; WfA 36%

- 53% of FE/ACL/WfA learners report that the teaching and training they receive is 'very good' (FE: 45%; ACL: 69%; WfA: 68%)
- 61% of WBL learners say the teaching and training they receive is very good



44% Health and Wellbeing**

- 44% of FE/WBL learners say that the college is 'very good' at key health and wellbeing measures – such as keeping learners safe, supporting healthy lifestyles and understanding different backgrounds. (FE and WBL) FE: 39%; WBL: 55%
- ACL and WfA learners were asked only about keeping learners safe: ACL: 68% 'very good'; WfA: 65%

Responsiveness **44%**

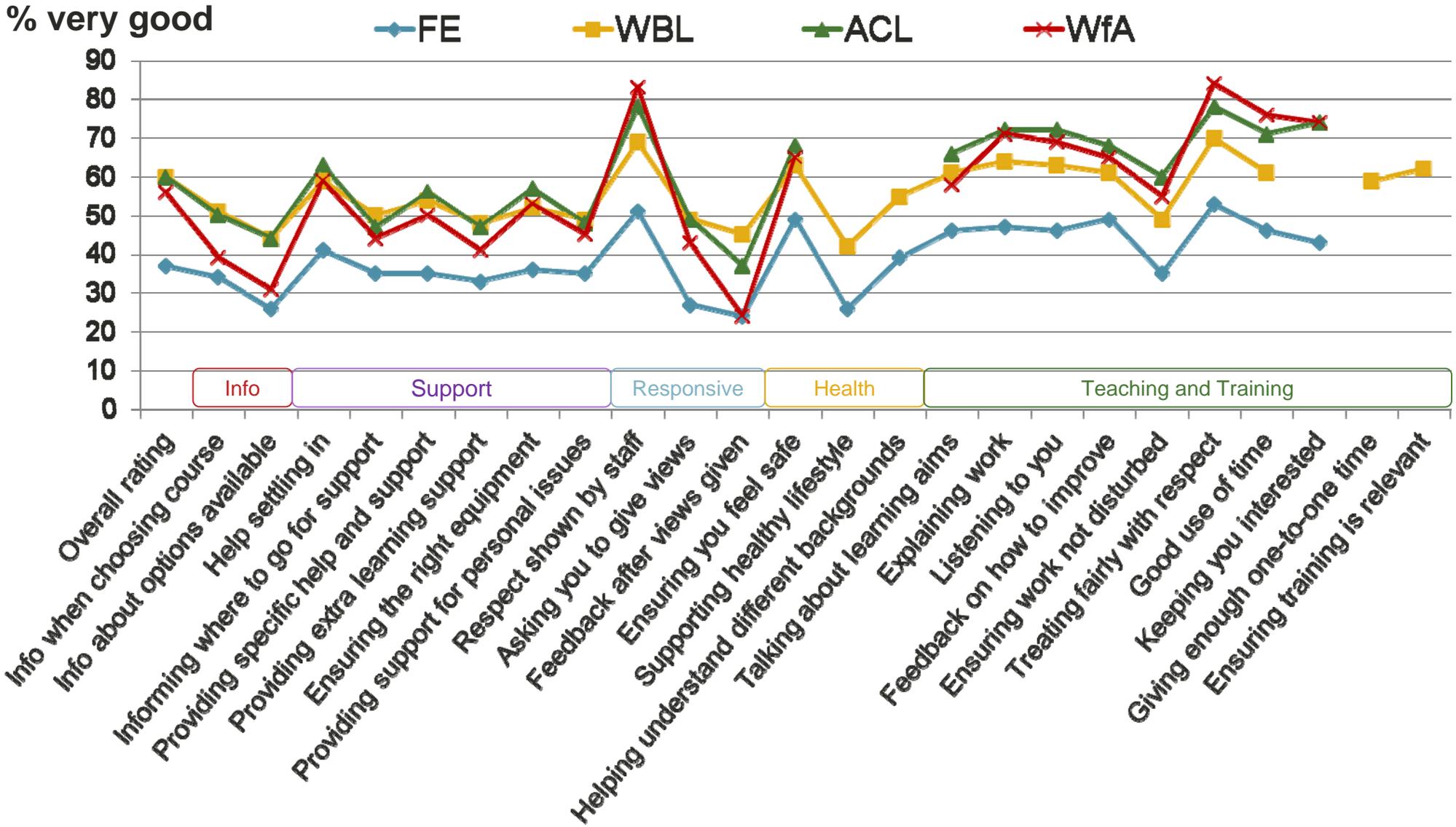
- 44% say that the responsiveness to learners is 'very good'. This includes things such as respect from staff, listening and acting on learner views..
- FE: 34%; WBL: 54%; ACL: 55%; WfA: 50%

44% Help and Support

- 44% say that the help and support they receive is 'very good'.
- FE: 36%; WBL: 52%; ACL: 54%; WfA 49%

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Base: all respondents (53,898). Base size for individual questions can be found in the appendix. * WBL learners were asked a different battery of questions compared to FE/ACL/WfA. ** ACL and WfA learners were only asked Q5a, not Q5b nor Q5c.

WBL, ACL and WfA learners are consistently more positive about their learning experience compared with FE learners



Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

Base: all respondents (53,563). Base sizes and the full question text for individual questions can be found in the appendix.

2. Understanding differences between learners: *A focus on equality, diversity and subject areas*

This section explores variation in views among different groups of learners, in particular by ethnicity, age, gender and learning difficulty or disability

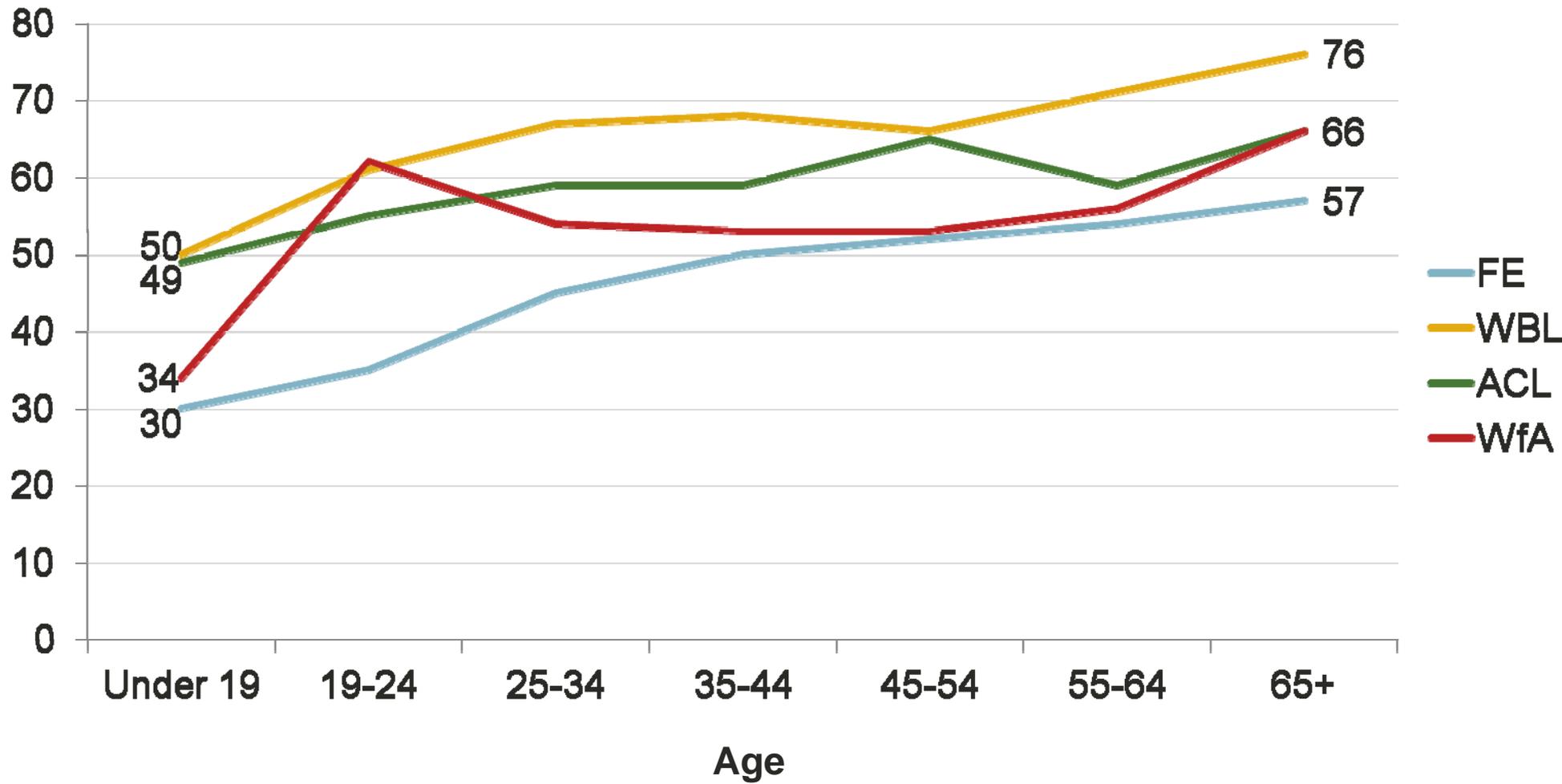
2. Understanding sub-group differences – summary 1

A number of consistent patterns emerge when focusing on the experiences of different groups of learners.

- Slide 28.** Though the age profile of learners differs between sectors, **variation in satisfaction by age exists across all four sectors.** Ratings of overall experience increase with age, for example there is a difference of 30 percentage points between those aged under 19 rating their provider as 'very good' (35%) and those aged 65+ (65%) giving the same response (+26 percentage points in WBL, +17 in ACL, +32 in WfA and +27 in FE). A similar pattern is seen across all measures in addition to overall satisfaction.
- Slide 29.** **Males learners are less positive** than females on most measures of learning experience – particularly those relating to teaching and training.

Ratings of overall experience increase with age

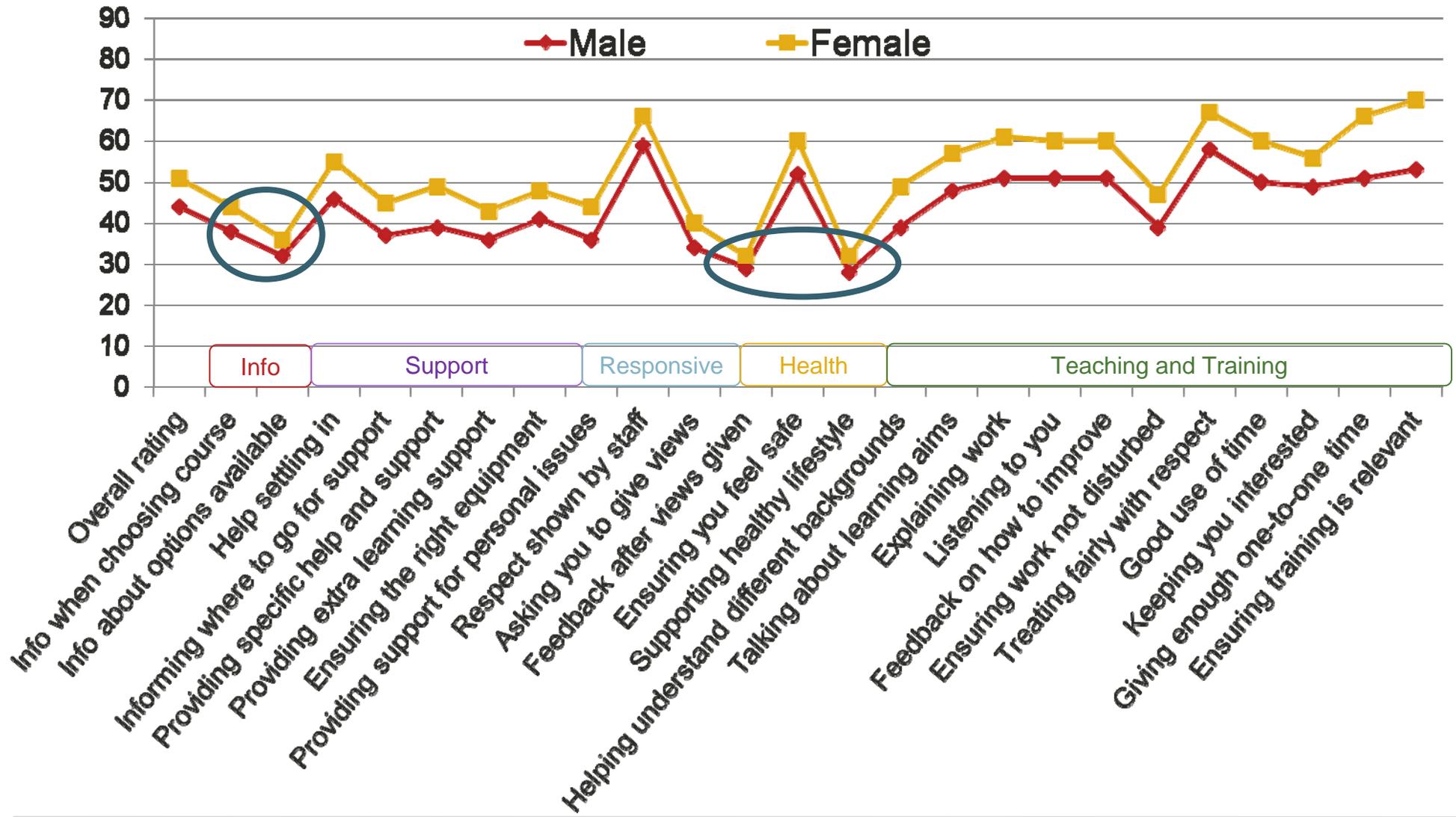
% 'very good' overall experience



Base: all respondents (53,898)
 Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

Female learners are more positive than males, though differences are less apparent for information, responsiveness and well-being

% very good



Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

Base: all respondents (53,898). Base sizes and the full question text for individual questions can be found in the appendix

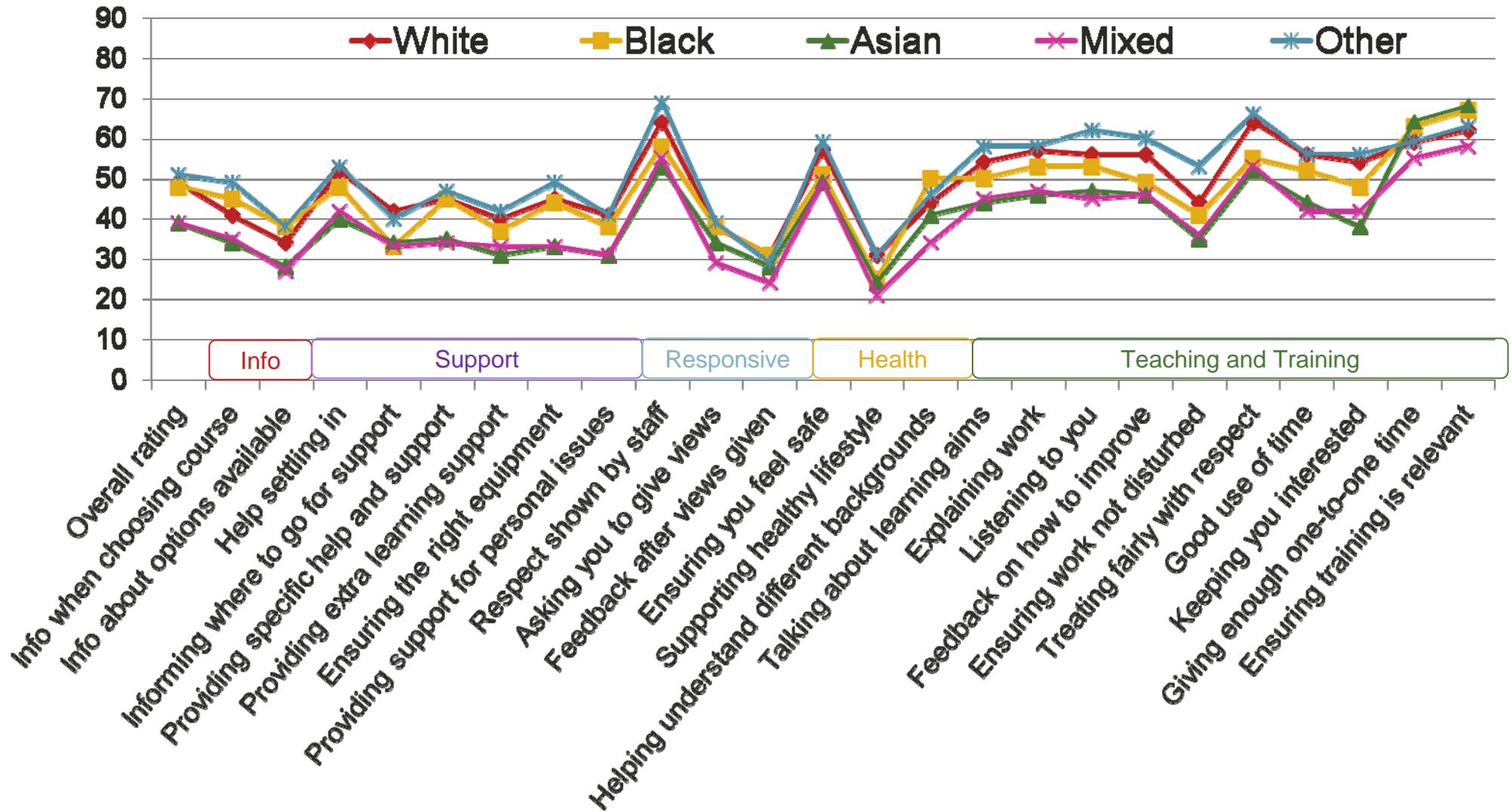
2. Understanding sub-group differences – summary 2

When considering ethnicity and disability:

- Slide 31.** Learners from **mixed ethnic and Asian backgrounds are least positive** on a number of aspects – particularly when rating the provision of equipment, additional support and keeping learners interested in the course. 1,106 Asian learners and 748 of mixed backgrounds took part in the survey, representing three per cent of responses overall. This is broadly in line with the proportion of learners across the FE, WBL and ACL sectors (7,345 Asian – 3%; 2,635 Mixed background – 1%). In both the survey and national data, FE and ACL sectors have a higher proportion of Asian respondents compared to WBL.
- Slide 32.** Learners who have self-identified as having a **learning difficulty or disability (LLDD) are generally positive**. They are particularly positive about the provision of additional learning support (46% ‘very good’ vs. 39% with non-LLDD). LLDD in WBL are less positive in their rating on one-to-one support given (47% vs. 60% of non-LLDD in WBL) and ensuring that training in WBL is relevant to them (52% vs. 63%). 5,486 learners (10%) in the survey identified themselves as having a learning difficulty or disability which is higher than recorded on the LLWR (4%). This is to be expected as this is a subjective classification and/or people’s conditions can fluctuate.

Learners from mixed ethnic and Asian backgrounds are consistently least positive

% very good

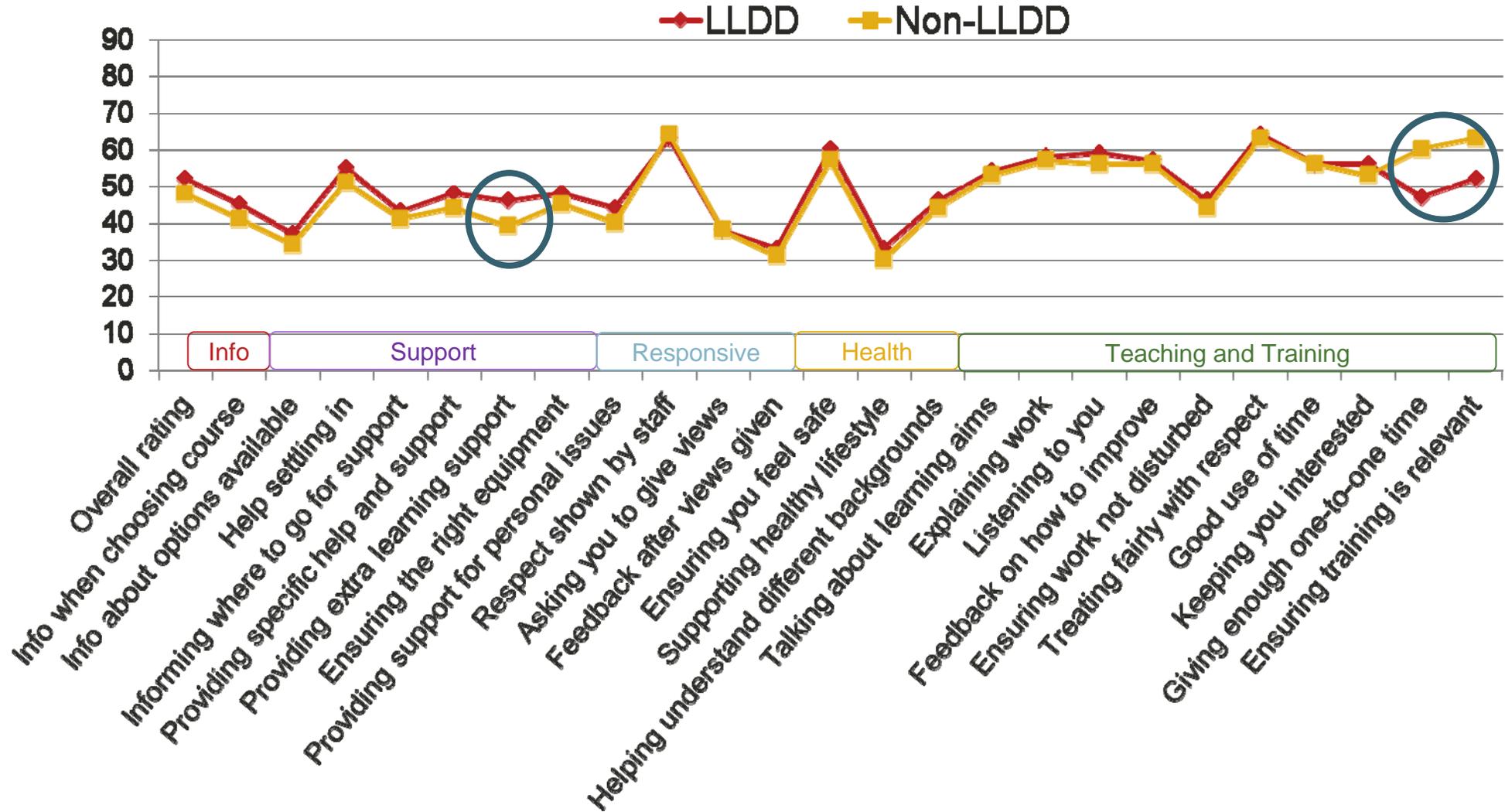


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Base: all respondents (53,563). Base sizes and the full question text for individual questions can be found in the appendix

There are slight differences in views between LLDD and non-LLDD - most apparent in providing dedicated support

% very good



Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

Base: all respondents (53,563). Base sizes and the full question text for individual questions can be found in the appendix

3. Sector summaries:

This section provides an overview of findings by sector (WBL, ACL, WfA and FE).

- Slide 20.** Learners in WBL are **among the most positive**. Overall, three in five rate their experience as ‘very good’ (60%). However, there is significant **variation by provider**: ranging from 84% to 41% ‘very good’. Variation is most apparent in teaching and training (highest 81% ‘very good’ compared to a lowest 39%) and information and advice (highest 71% ‘very good’ compared to a lowest of 30%).
- Slide 25.** In line with other sectors, learners in WBL are most positive about **the respect shown by staff** (69% rate this as ‘very good’). Compared with other sectors, WBL also performs particularly well on the **information** provided when choosing a course (51% very good), providing **support for personal issues** (49%) and the opportunity for learners to **give their views** (49%).
- Slide 35.** By WBL programme type, learners undertaking **Foundation Apprenticeships and Flexible Learning** are consistently the most positive; those on Traineeships and Steps to Employment are less likely to rate their experience as ‘very good’ across a range of measures.

Foundation Apprenticeships and Flexible Learning received more positive ratings than Traineeships and Steps to Employment

Overall rating and composite scores for key themes

	Q8. Overall rating	Information and Advice	Support	Responsive-ness	Health and Wellbeing	Teaching and training
All WBL learners % 'very good'	60%	47%	52%	54%	55%	61%
Foundation Apprenticeship	66%	53%	57%	59%	58%	65%
Apprenticeship	61%	49%	54%	56%	56%	63%
Higher Apprenticeship	57%	49%	50%	51%	54%	59%
Traineeship	50%	32%	38%	41%	43%	45%
Steps to Employment	54%	40%	47%	50%	52%	55%
Flexible Learning	70%	61%	65%	65%	67%	75%
Skill Build	66%	57%	54%	53%	50%	59%

- Slide 20.** Learners in ACL are also **among the most positive** across the post-16 education sector. In line with WBL, three in five rate their experience as ‘very good’ (60%). Variation by provider is most apparent in ratings of overall experience (highest rating of 72% ‘very good’ compared to a lowest rating of 35%), and in the quality of teaching and training (highest 83% ‘very good’ compared to a lowest 46%).
- Slide 25.** In line with other sectors, ACL learners are most positive about **the respect shown by staff** (78% rate this as ‘very good’). Compared with other sectors, ACL performs particularly well on the **help provided to learners when settling in** (63% ‘very good’), ensuring learners **feel safe** (68%), **explaining work** (72%) and **listening** to learners during teaching (72%).
- Slide 37.** By Sector Subject Areas, learners on **ICT** and **Adult Basic Education** courses are the most positive about their experience. In contrast, those in Health, Public Services and Care and Language, Literature and Culture are consistently less positive.

ACL learners in Health and Language are least positive about their experience - in contrast to ICT and Adult Basic Education

Overall rating and composite scores for key themes

	Q8. Overall rating	Information and Advice	Support	Responsiveness	Health and Wellbeing	Teaching and training
All ACL learners % 'very good'	60%	47%	54%	55%	68%	69%
Health, Public Services & Care	42%	27%	43%	42%	52%	54%
Information and Communication Technology	75%	60%	67%	63%	78%	78%
Retail & Commercial Enterprise	77%	55%	69%	57%	70%	65%
Leisure, Travel & Tourism	56%	35%	45%	56%	62%	67%
Arts, Media & Publishing	62%	49%	58%	59%	70%	74%
History, Philosophy & Theology	58%	48%	47%	51%	71%	67%
Language Literature & Culture	47%	36%	43%	49%	60%	69%
Independent Living Skills	75%	47%	54%	58%	64%	60%
Adult Basic Education	70%	59%	62%	63%	72%	73%
English for Speakers of Other Languages	54%	53%	54%	53%	72%	67%
Other subject area	59%	42%	50%	53%	66%	68%

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Base: all ACL learners (7,399)

Cells have been coloured green if the score is more than 5 % points above and red if the score is more than 5 % points below the ACL total.

- Slide 20.** Approaching **three in five WfA learners rate their experience as ‘very good’** (56%). However, there is significant variation by provider: the highest rating is 84% ‘very good’; the lowest is 41%.
- Slide 25.** The views of learners in WfA **fluctuate the most** relative to other sectors. They are among the most positive for aspects of **teaching and training**, particularly explaining work (71% rate this as ‘very good’) and being treated fairly and with respect (84% very good). In contrast, they are among the least positive on **information provided on options** after the course (31% ‘very good’) and **feedback** from learner views (24% ‘very good’).
- Slide 39.** The quality of information and advice is rated more highly by learners undertaking **higher level courses** (Advanced and Proficiency). The proportion rating teaching and training as ‘very good’ is lowest for those on Intermediate courses.

Ratings on information and advice are relatively low – especially for learners on less advanced courses

Overall rating and composite scores for key themes

	Q8. Overall rating	Information and Advice	Support	Responsive-ness	Health and Wellbeing	Teaching and training
ALL WfA learners % 'very good'	67%	36%	49%	50%	65%	68%
Entry level	77%	33%	50%	52%	67%	71%
Foundation level	45%	30%	47%	48%	62%	70%
Intermediate level	60%	39%	45%	45%	60%	63%
Advanced level	72%	45%	55%	55%	69%	65%
Proficiency level	60%	56%	58%	61%	83%	72%
Other level*	58%	46%	46%	52%	56%	62%

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Base: All WfA learners (1,815) *Denotes low base size for 'other level': 22. Cells have been coloured green if the score is more than 5 % points above and red if the score is more than 5 % points below the WfA total.

3. Sector summaries – FE

- Slide 20.** Overall, approaching **two in five** learners in FE rate their provider as ‘very good’ (37%) which is lower than in other sectors (60% WBL, 60% ACL and 56% WfA). However, there is significant variation by provider (44% - 25% ‘very good’) and a number of FE providers outperform some WBL, ACL and WfA institutions. This pattern is witnessed across most measures in the Learner Voice Wales questionnaire, and thus further work is encouraged to consider whether the variation is ‘real’ or can be explained by other factors.
- Slide 41 and 28.** One possible explanation for lower scores in FE is that it has a **higher proportion of young learners** who are generally less positive. However, younger learners in FE are less positive compared with learners of the same age in other sectors (30% ‘very good’ among under 19s in FE; 50% among under 19s WBL; 49% among under 19s in ACL).
- Slide 56.** A lower score in overall satisfaction may also be related to the ‘**setting**’ of further education. FE learners cite ‘facilities’ and ‘food’ as key areas of improvement for their provider, areas which are less relevant to other sectors. However this does not explain variation in other measures.
- Slide 42.** A further possible explanation is that learners in FE have **higher and/or different expectations and motivations for learning** than those in other sectors. It is not clear from the data why this is the case; contextual questions could be added to future surveys to explore this issue further
- Slide 43.** Learners undertaking **ICT courses are most positive** about their provider. In contrast, learners undertaking courses in science and maths, social sciences and arts are least positive.

Demographic factors alone do not explain the lower levels of satisfaction in FE

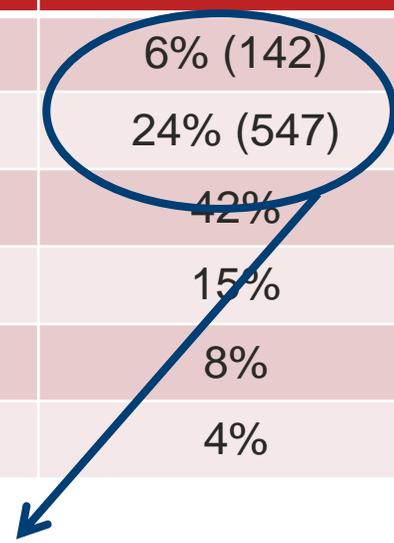
		FE	WBL	ACL	WfA
Gender	Male	47%	47%	31%	34%
	Female	53%	53%	69%	65%
Ethnicity	White	94%	96%	92%	94%
	Black	0.6%	0.5%	1.2%	0.2%
	Asian	1.2%	0.8%	2.2%	0.9%
	Mixed	0.6%	0.4%	0.6%	0.7%
	Other	0.4%	0.3%	1.5%	0.9%
Age	Under 19	50%	27%	6%	2%
	19-24	19%	28%	8%	7%
	25-34	15%	19%	17%	16%
	35-44	8%	12%	16%	20%
	45-54	5%	9%	16%	17%
	55-64	2%	3%	17%	20%
	65+	1%	*	19%	17%

Analysis was undertaken to identify whether demographic factors explained in Chapter 2 caused lower levels of learner satisfaction in FE. Younger learners, males and those from Asian and mixed ethnic backgrounds are less likely to be positive about their learning experience.

As shown here, FE does not have the highest proportions of male learners or those from Asian and mixed ethnic backgrounds, but it does have a significantly higher proportion of younger learners. This alone does not explain the lower levels of satisfaction in FE; slide 28 shows that young learners in FE are less positive than their peers in other sectors.

The data is inconclusive as to whether lower scores in FE are driven by different expectations or motivations for learning

<i>Rating of overall experience vs expectations</i>	Better than I expected	About what I expected	Worse than I expected	Did not have any expectations
Very good	71%	37%	6% (142)	25%
Good	25%	47%	24% (547)	39%
Fairly good	3%	14%	42%	26%
Fairly poor	-	1%	15%	4%
Poor	-	-	8%	1%
Very poor	-	-	4%	1%



The data is limited in understanding learner expectations. It is possible to identify a small percentage of learners who rate their provider as ‘very good’ or ‘good’ but still say that their course was worse than expected. However, there is a smaller proportion of such learners in WfA (23%) and FE (28%) compared to WBL (38%), and ACL (36%).

Including a small number of questions on expectations and motivations for learning in future may help explain the difference between FE and other sectors.

Learners on ICT courses are consistently more positive; ‘teaching and training’ is also notably high for Education and Training

Overall rating and composite scores for key themes

	Q8. Overall rating	Information and Advice	Support	Responsive-ness	Health and Wellbeing	Teaching and training
All FE Learners % ‘very good’	37%	30%	36%	34%	39%	45%
Health, Public Services & Care	38%	34%	39%	36%	44%	46%
Science & Maths	35%	26%	32%	30%	35%	47%
Agriculture, Horticulture & Animal Care	27%	28%	35%	27%	31%	40%
Engineering & Manufacturing Technologies	35%	32%	36%	34%	38%	46%
Construction, Planning & the Built Environment	33%	27%	34%	34%	35%	45%
Information & Communication Technology	43%	36%	44%	39%	44%	50%
Retail & Commercial Enterprise	37%	33%	41%	36%	42%	46%
Leisure, Travel & Tourism	34%	31%	35%	31%	40%	42%
Arts, Media & Publishing	33%	27%	34%	31%	36%	44%
History, Philosophy & Theology	30%	23%	29%	28%	31%	38%
Social Sciences	33%	21%	26%	28%	30%	45%
Language Literature & Culture	34%	31%	33%	31%	39%	51%
Education & Training	53%	34%	42%	40%	44%	61%
Preparation for Life & Work	39%	32%	39%	36%	41%	45%
Business, Administration & Law	35%	28%	35%	36%	39%	49%

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Base: All FE learners: (31,808)

Cells have been coloured green if the score is more than 5 % points above and red if the score is more than 5 % points below the FE total.

4. Exploring attitudes to overall experience

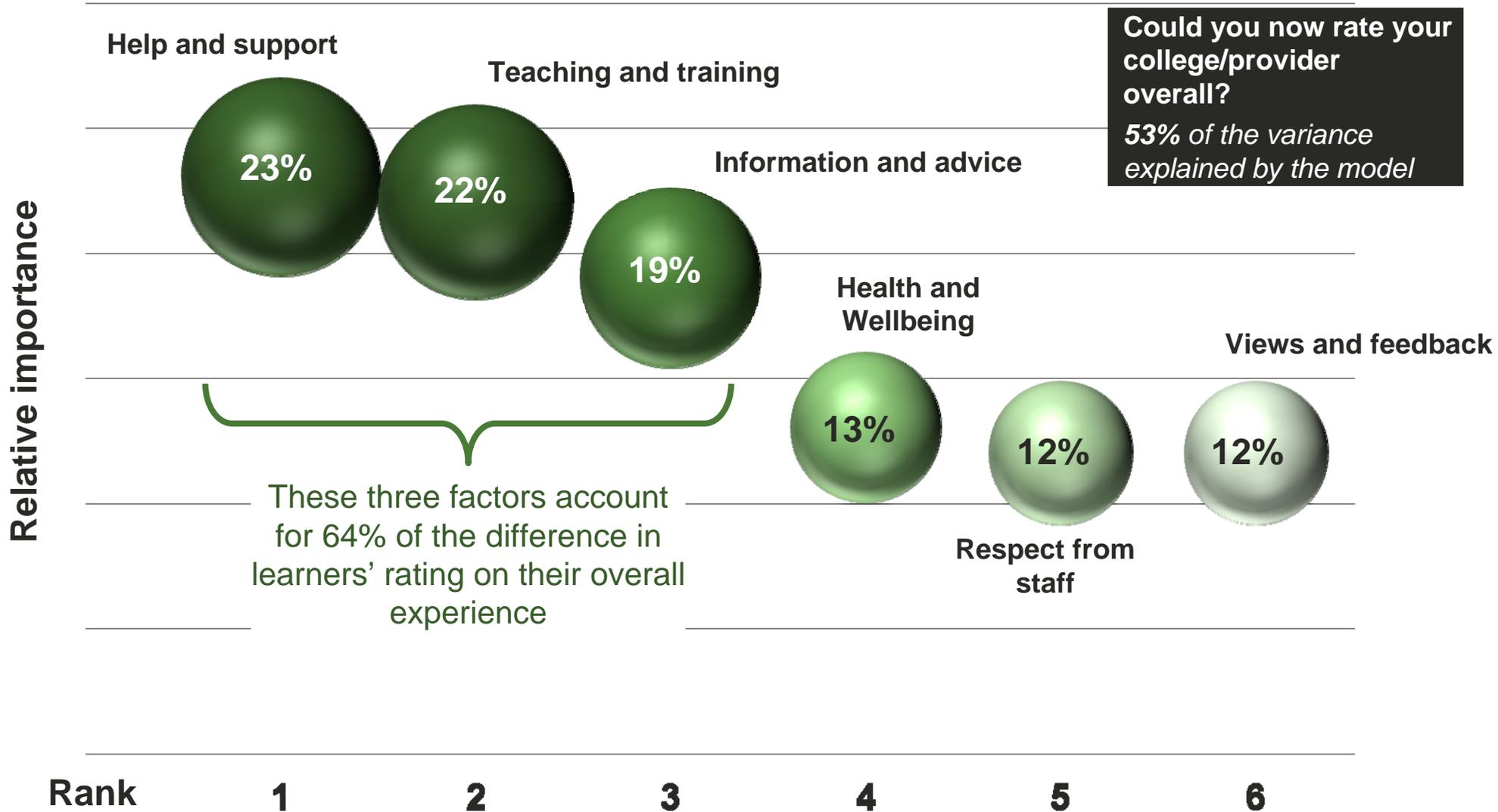
This section looks at findings from the Key Driver Analysis (KDA) and learner verbatim responses to understand the factors driving learners' overall views of their provider. Further details about the KDA are in the appendix.

4. Exploring attitudes to overall experience – summary 1

Key Drivers Analysis (KDA) was conducted on the question “Please can you rate your college/provider overall”. The analysis was conducted on 33,534 responses, removing ‘this does not apply to me responses’ where applicable to examine the drivers of valid responses. Further details of the KDA undertaken can be found in the appendix.

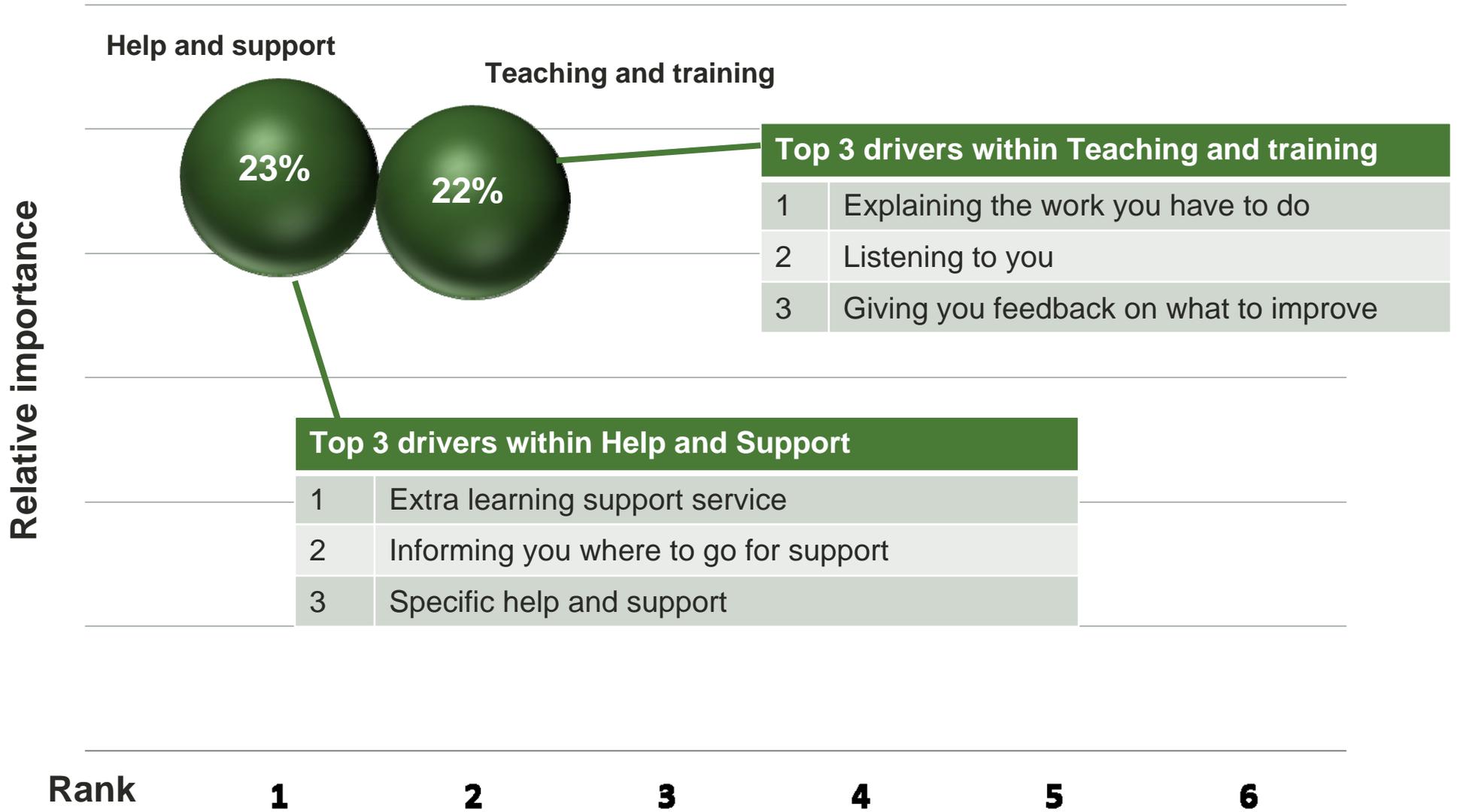
- Slide 46.** The KDA shows that 64% of the difference in learners’ overall rating is explained by three aspects: **help and support, teaching and training, and information and advice**, meaning that these are the areas that providers should prioritise their efforts to improve. Health and wellbeing, the respect from staff and the opportunity to give and receive feedback on views remain important drivers of positive ratings, but they are relatively less important.
- Slide 47.** Looking in more detail at the specific measures included in the top three drivers reveals that **specific/additional support and teacher interaction** with individuals are key areas for improvement. A number of questions relating to help and support received a large number of ‘this does not apply to me’ responses, particularly for questions on support for personal issues and extra learning support. This suggests that where learners feel help and support is relevant to them, it is a particularly significant driver over other aspects of their experience.
- Slides 48 - 50.** These findings are consistent with the open responses given by learners on what they liked most about their provider (staff and pastoral care) and their suggestions for better information as an area for improvement.

Help and support, teaching and training, and information and advice are the strongest drivers of overall provider ratings



Base (33,534). The number of drivers was reduced using factor analysis. Linear regression was used. Further information can be found in the appendix.

The KDA identified specific/additional support and teacher interaction with individuals as specific key areas for improvement



Support, and teaching and training are important to learners across all sectors...

What do you like best about this college/provider?

Friendly, but structured course with lots of practical advice along the way.

(ACL learner studying Information and Communication Technology, male, 65+, White, no LDD).

I like the way they gave me time and listen to what I want to do with my life and what career I want to choose.

(WBL learner, on a traineeship, male, under 19, BME, no LDD)

I enjoy the slight lack of formality and how friendly and approachable the staff are.

(FE learner, Level 2, female, 19-24, White, no LDD)

I'm very much inspired by the teachers, teaching style, attitude and feedback.

(FE learner, Level 2, male, 35-44, BME, no LDD)

Support that the college provides, both academic and with things like work load and time management.

(FE learner, Level 3, female, 19-24, White, no LDD).

Guided tuition : the ability for me to work alone, setting my own goals, but with the necessary backup when needed.

(ACL learner, male, 55-64, BME, no LDD)

... whilst information and advice are among the key areas to improve

What, if anything, would you improve?

“ The information relating to grants such as Assembly Learning Grant. ”

(FE learner, Level 3, male, 19-24, White, no LDD)

“ Information to help plan placements in advance better. ”

(ACL learner, female, 45-54, female, white, LLDD)

“ ... More information provided about things coming up in my course. ”

(FE learner, Level 1, male, under 19, White, no LDD)

The careers advice when you are applying for courses.

(FE learner, Level 3, male, under 19, white, no LDD)

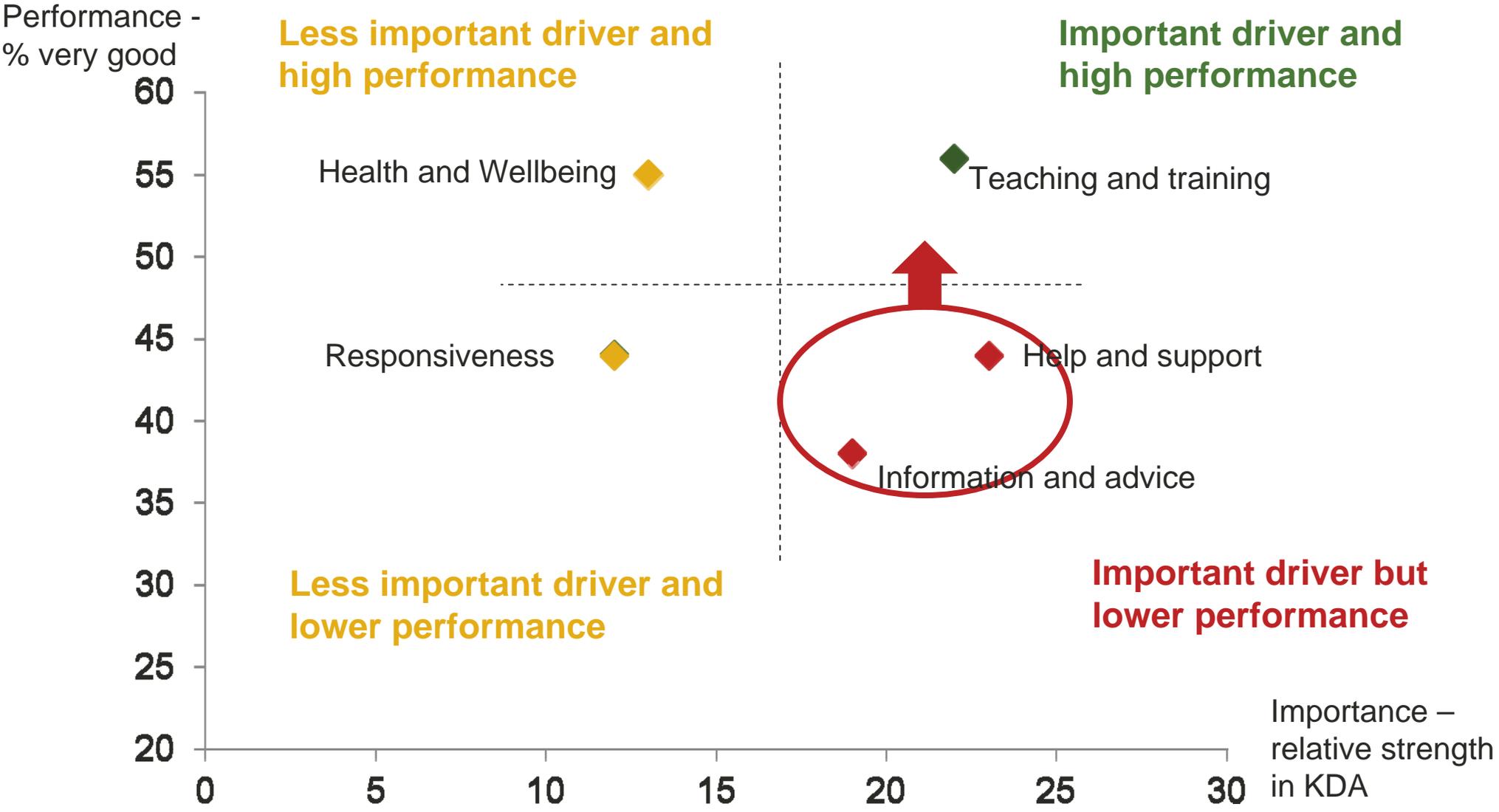
“ More information on how to progress into future employment. There doesn't seem too be a clear path for students to move forward, either in further education or employment. ”

(FE learner, Level 1, male, 35-44, White)

4. Exploring attitudes to overall experience – summary 2

- Slide 52.** Looking at learners’ ratings on these three dimensions shows that **help and support** – specifically providing extra/specific learning support and information on where to go for help - **are key priorities for improvement.** This is the strongest driver of learners’ overall rating yet just 44% rate it as ‘very good’.
- Slide 52.** **Information and advice is also another key priority area for improvement.** This is the third strongest driver of learners’ overall rating yet just 38% rate it as ‘very good’.

Help and support, and information and advice are key drivers of learner experience requiring improvement



4. Exploring attitudes to overall experience – summary 3

- Slide 54.** When asked what they would improve, learners spontaneously mention facilities (e.g. ‘equipment’, ‘canteen’, ‘food’, ‘library’, ‘computers’, ‘parking’) and the way their learning is delivered (e.g. ‘time’, ‘breaks’, ‘course’, ‘lessons’ ‘assignments’).
- Slide 55.** Suggestions for improvements among learners rating their provider as ‘fairly poor, poor, very poor’ were **dominated by overall negative sentiment** - these learners often suggested that ‘everything’ is in need of improvement.
- Slide 56.** Suggestions for improvements by sector show that WBL and ACL learners would most like to see improvements to work and time arrangements. WfA learners cite improvements specifically related to their course, and FE learners focus mostly on improvements to facilities.

Those who are least positive about their learning experience are likely to be negative about ‘everything’ rather than specifics

Based on responses among those who rate their course ‘fairly poor/poor/very poor’ overall, when asked ‘What, if anything, would you improve?’



removing ‘everything’ from the sample of verbatims

“ Food prices ”

“ Healthier food in the canteen ”



5. Help and Support

This section considers questions specifically relating to help and support – one of the key drivers when rating overall experience.

5. Help and Support – summary

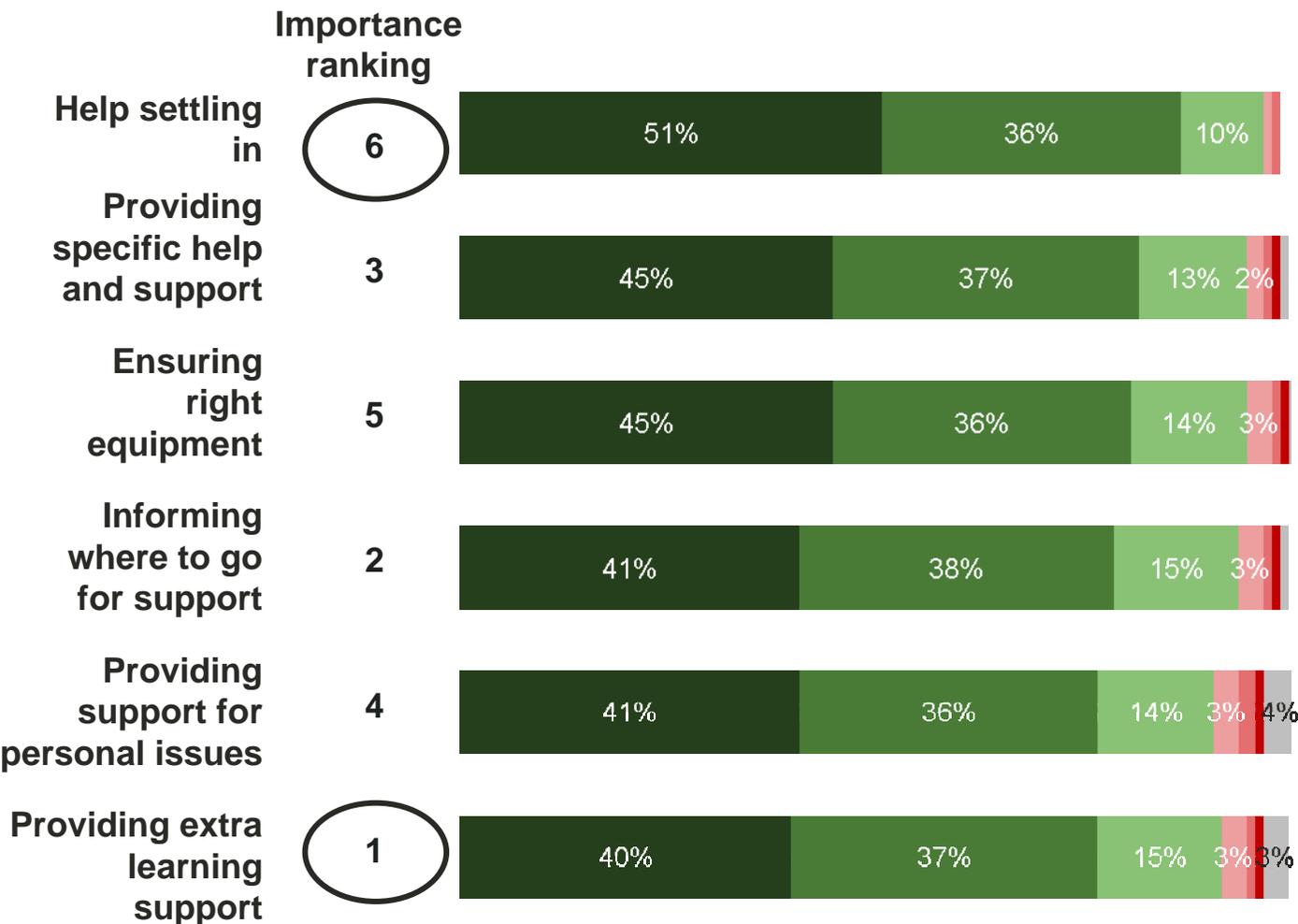
This report excludes ‘this does not apply to me’ responses from the ‘help and support’ questions. The percentages quoted are therefore only based on those giving a rating or stating ‘don’t know’.

- Slide 46 and 24.** The KDA identifies ‘help and support’ as **the most important factor in driving learners’ overall rating of provider**: 44% rated the help and support they receive as ‘very good’; a further 37% as ‘good’.
- Slide 47 and 59.** The most important factor in shaping attitudes to ‘help and support’ is the **provision of extra learning support** (such as for reading, writing or maths). However, learners are least positive about this – just two in five rate this as ‘very good’ (40%), compared to half who say that the help they receive when settling in is ‘very good’ (51%), which is a less important driver of overall satisfaction.
- Slide 59.** **Feeling informed about where to go for support** – even if it is not currently needed – is also important to learners. This is the second strongest driver of overall experience. Two in five learners rate their provider ‘very good’ at providing this information (41%).
- Slide 59.** **FE learners are less positive** than their counterparts on these measures, whereas learners in ACL are particularly positive about the help and support they receive.
- Slides 59 - 60** The findings indicate that better support is required for younger learners and those from BME backgrounds. In contrast, **LLDD are particularly positive** about the additional support they receive (46% rate this as ‘very good’ compared to 39% overall).

There is scope for improving support for personal issues and the provision of extra learning support

How would you rate your college/provider for each of the following...?

Very good Good Fairly good Fairly poor Poor Very poor Don't know



Benchmark % 'very good'

All providers	FE	WBL	ACL	WfA
51	41	59	63	59
45	35	54	56	50
45	36	52	57	53
41	35	50	47	44
41	35	49	48	45
40	33	48	47	41

This is a particular challenge in FE, where just a third rate extra learning support as 'very good'

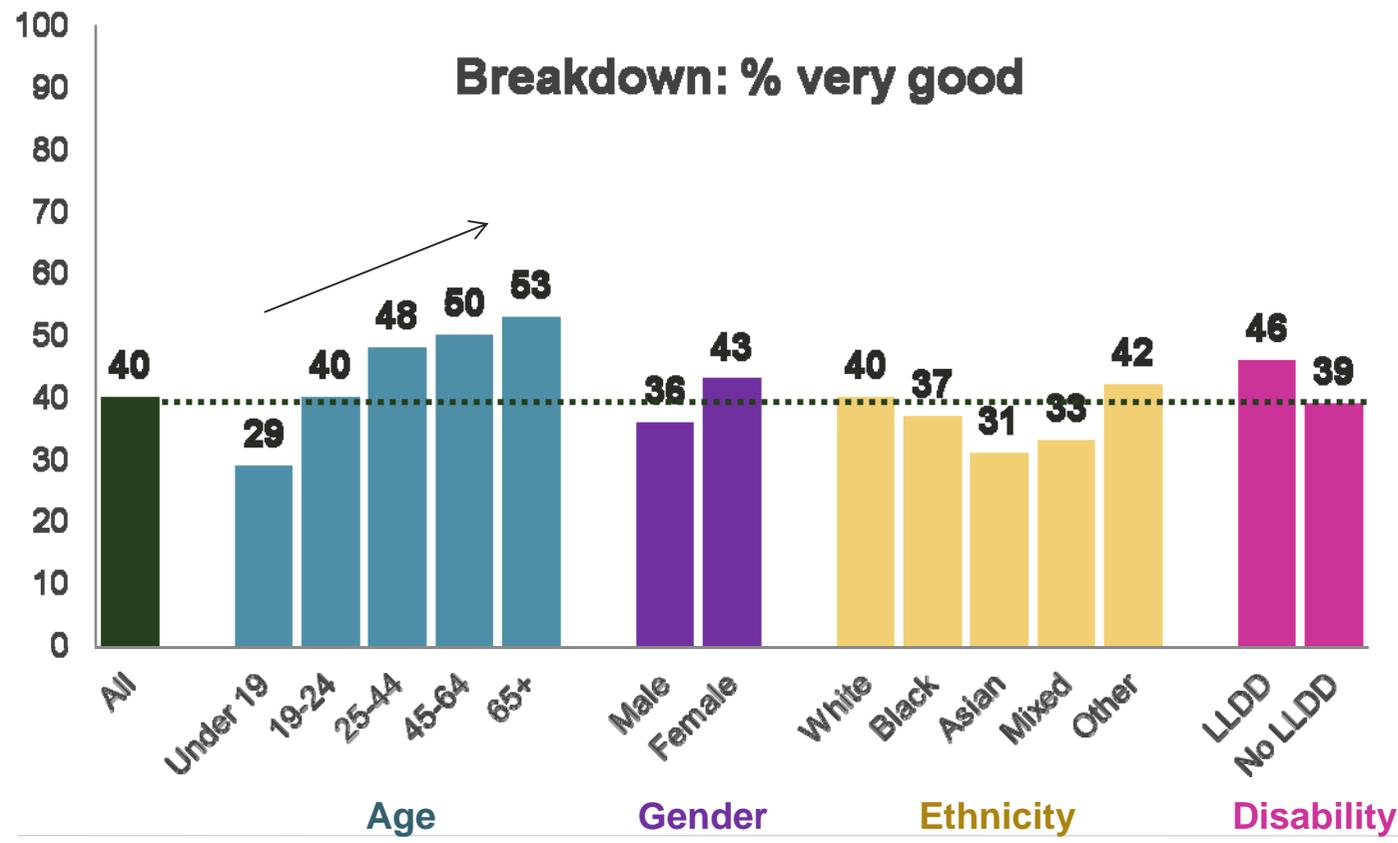
How would you rate ... Providing extra learning support?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % very good

FE	FE FT	FE PT	WBL	ACL	WfA
33	34	33	48	47	41



Lowest rating of 'very good' for the FE sector across all questions on support.

Positively, 46% of those with a learning difficulty or disability say the extra learning support they receive is 'very good'.

13,553 learners across all sectors replied '**this does not apply to me**'. These responses were removed from the base to allow for a more robust comparison of % 'very good' between those giving a valid response.

Base: all respondents (42,874)
Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

A similar pattern is found for providing learners with information on where to go for support – 41% overall rate this as very good

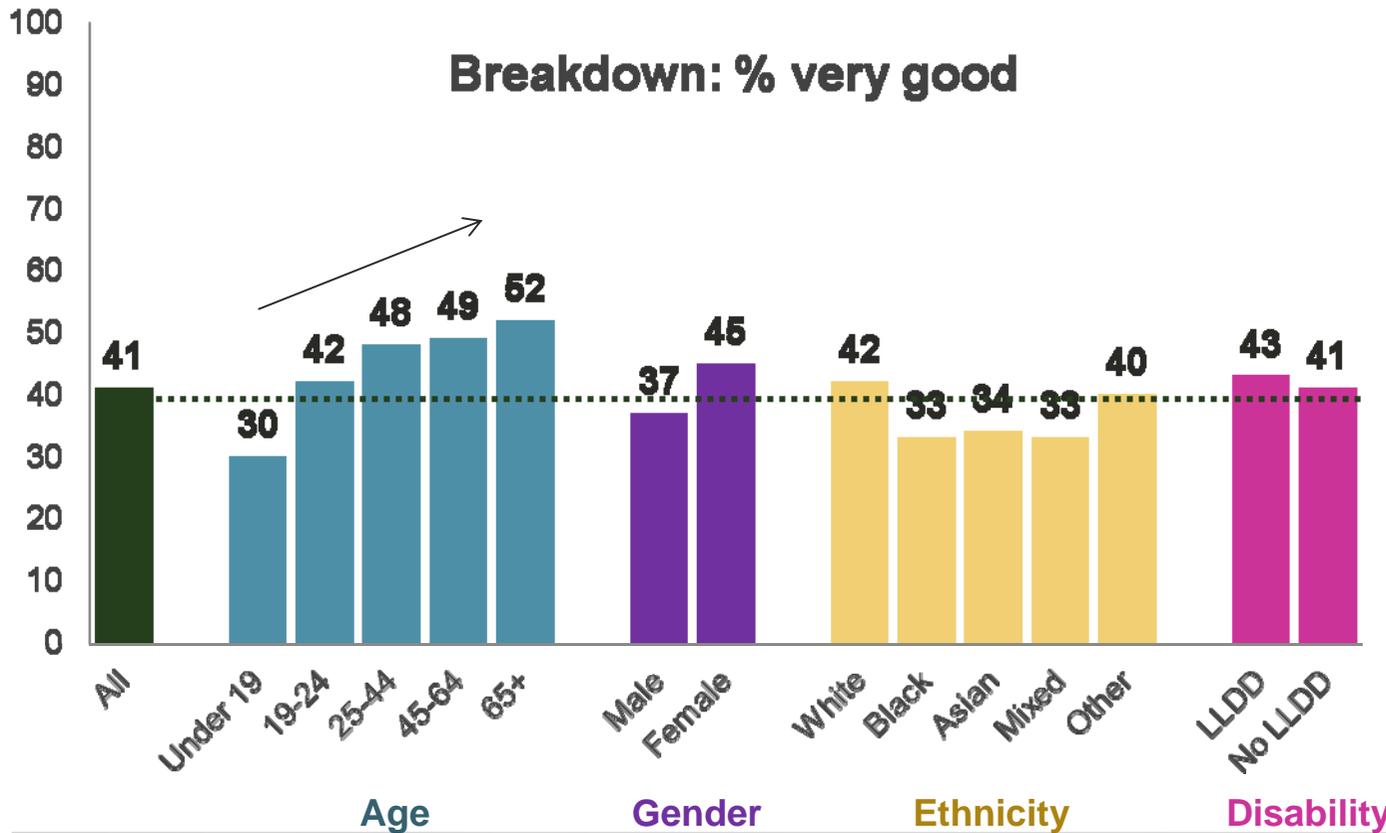
How would you rate ... Informing you of where to go for support?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % very good

FE	FE FT	FE PT	WBL	ACL	WfA
35	35	34	50	47	44



Again, females, and older learners are the most positive. In contrast, learners from Black, Asian and Mixed ethnic backgrounds are less likely to rate their provider as 'very good' for this measure.

3,119 learners replied '**this does not apply to me**'. Again, these responses were removed from the base to allow for a more robust comparison of % 'very good' between those giving a valid response.

Base: all respondents (51,508)

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

6. Teaching and training

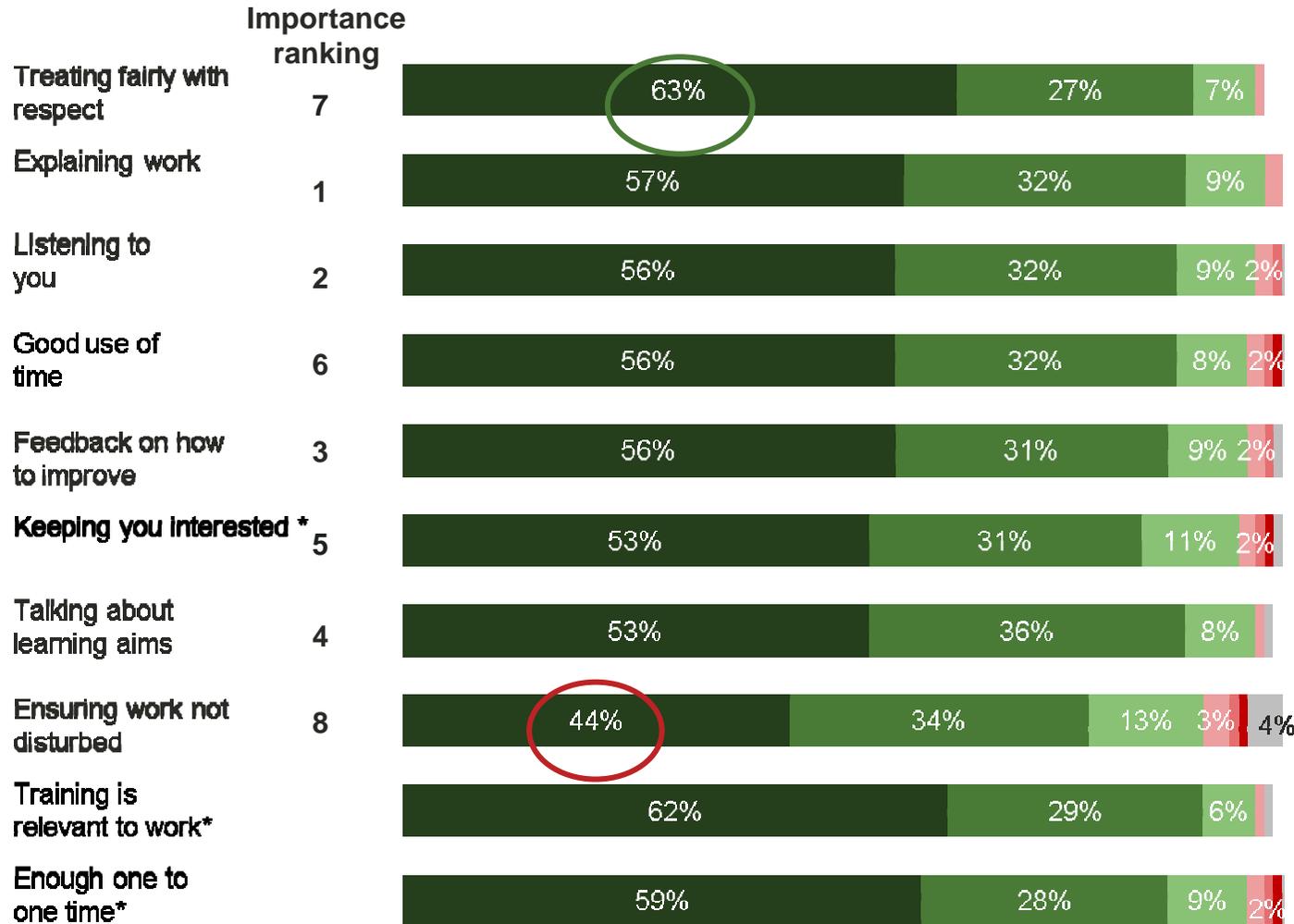
This section considers questions specifically relating to teaching and training – a key driver and an area generally rated highly by learners.

- Slide 46 and 24.** Teaching and training is the **second most important driver** of overall provider rating and the **top area of performance** according to learners: 53% of FE, ACL, WfA learners, and 61% of learners in WBL rate the teaching and training they receive as ‘very good’.
- Slides 64 - 65.** Specifically, improving **two-way communication between teachers/trainers and learners is key** (for example ‘explaining’ and ‘listening’) since this is rated less positively relative to other measures in the survey.
- Slide 66.** The FE sector receives a particularly low score for **ensuring learners’ work is not disturbed**, though this is the weakest driver of overall rating within this theme. This is a particular issue for younger learners – 29% of under-19s rate this as ‘very good’ compared with 44% overall.
- Slides 64 - 66.** In line with elsewhere in the survey, learners in FE, younger age groups, males and those of Asian or mixed ethnic backgrounds are less likely to rate the teaching and training as ‘very good’.

Learners are positive about the skills of teaching staff but concern about being disturbed during work is apparent across all sectors

How would you rate your teachers and tutors at each of the following...?

Very good Good Fairly good Fairly poor Poor Very poor Don't know



Benchmark % 'very good'

All providers	FE	WBL	ACL	WfA
63	53	70	78	84
57	47	64	72	71
56	46	63	72	69
56	46	61	71	76
56	49	61	68	65
53	43	-	74	74
53	46	61	66	58
44	35	49	60	55
-	-	62	-	-
-	-	59	-	-

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Base sizes and the full question text for individual questions can be found in the appendix. For ease of reading, figures below 2% are not shown on the chart. WBL learners were not asked 'keeping you interested', but were asked to comment on 'training is relevant' and having 'enough one to one time' – these two latter questions were not included in the KDA.

Three in five learners say their provider is very good at explaining their work, rising to seven in ten of older learners

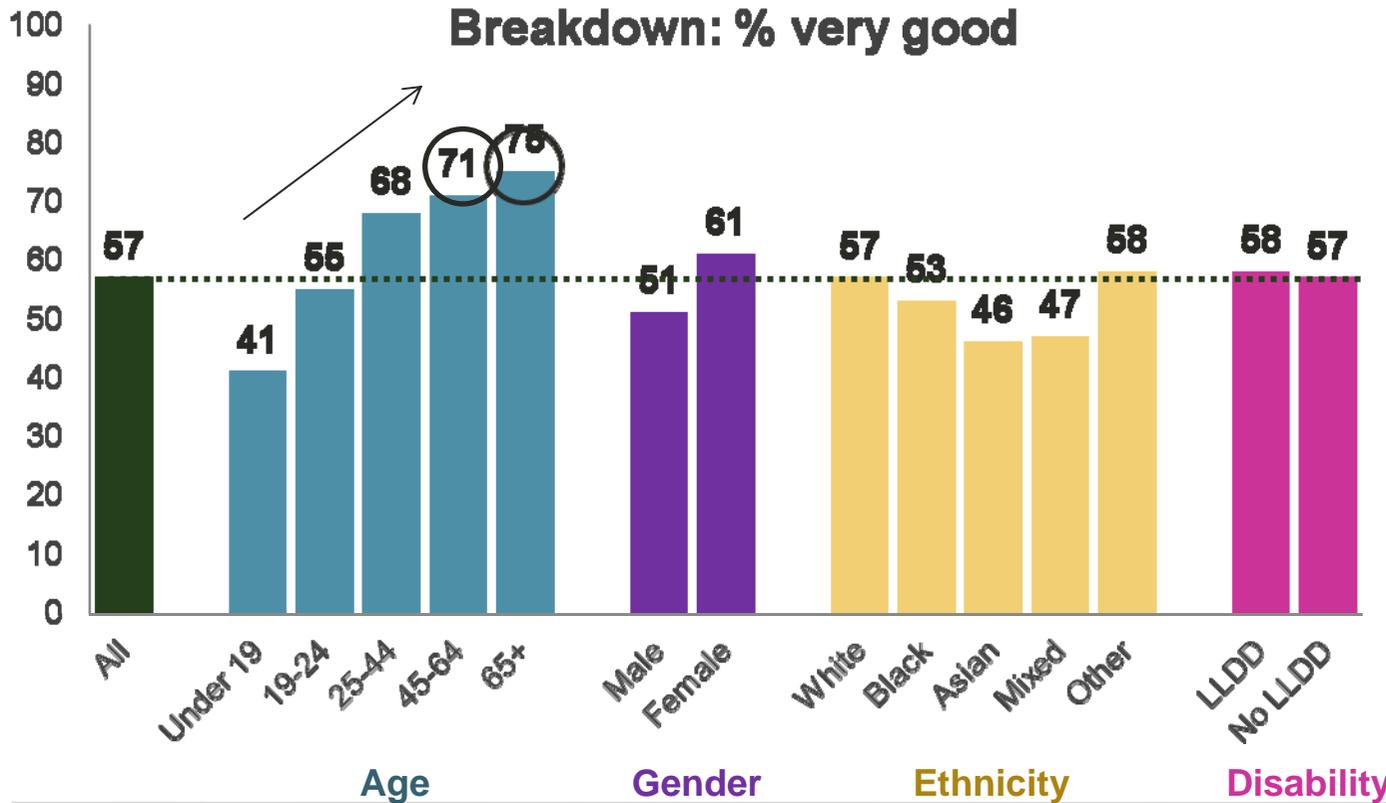
How would you rate... Explaining the work you have to do?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % very good

FE	FE FT	FE PT	WBL	ACL	WfA
47	44	50	64	72	71



In line with elsewhere in the survey, learners in FE, younger age groups, males and those of Asian or Mixed backgrounds are less likely to rate their provider as 'very good' for this measure.

Base: all courses (65,793)
Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

In contrast, less than half rate their provider 'very good' for ensuring their work is not disturbed - a particular challenge in FE & WBL

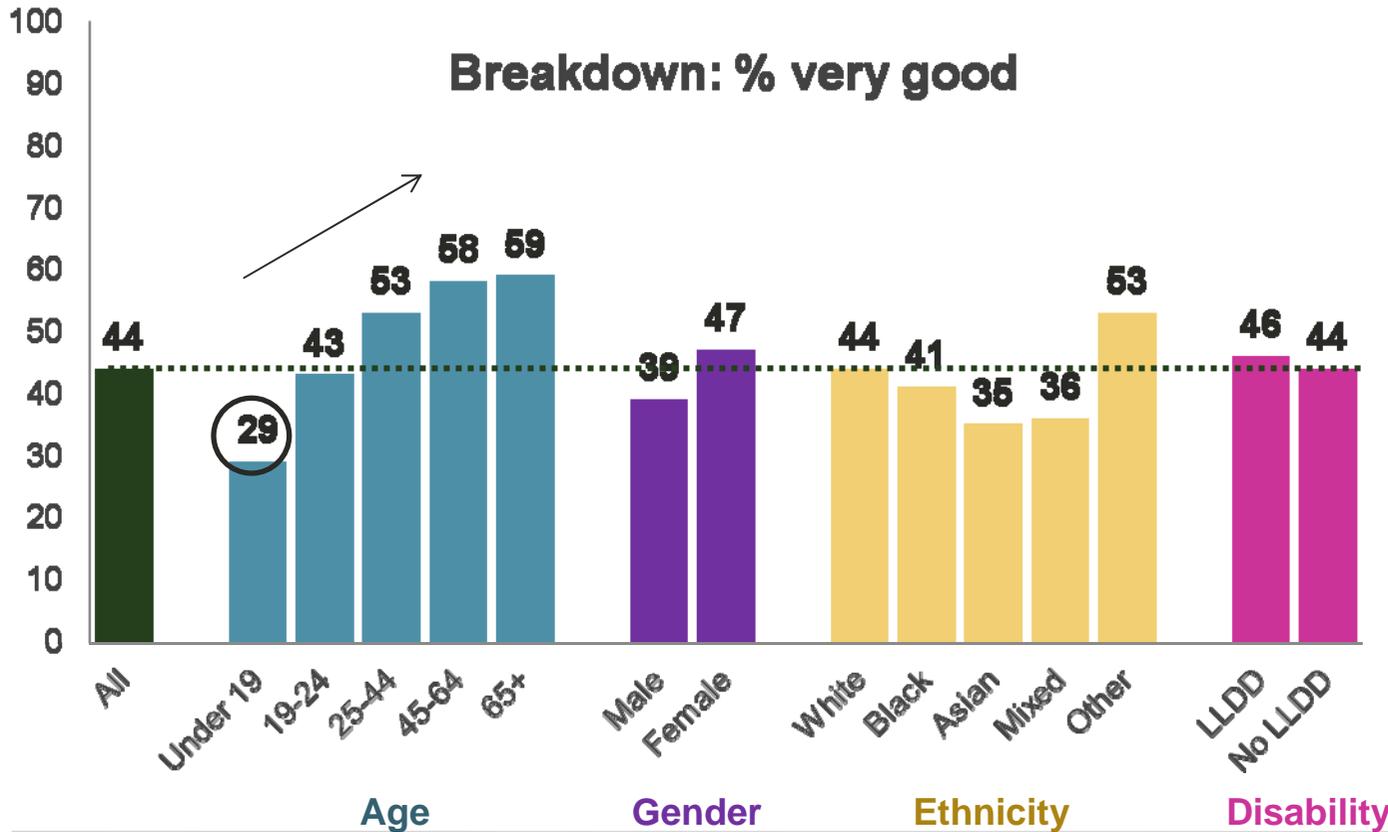
How do you rate... Making sure that other learners do not disturb your work?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % very good

FE	FE FT	FE PT	WBL	ACL	WfA
35	32	39	49	60	55



Learners aged under 19 are significantly less likely to rate their provider as 'very good' on this measure – 29% compared to an average of 45% of learners overall.

Out of all the measures relating 'teaching and training', WBL learners are the least positive about not being disturbed during work.

Base: all courses (65610)
Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

7. Information and advice

This section considers questions specifically relating to information and advice – the third key driver of rating overall experience.

7. Information and advice – summary

The response ‘this does not apply to me’ has been excluded from the bases of the questions in this section to allow for a more robust comparison of % ‘very good’ between different groups of learners. Percentages are, therefore, based on all giving a rating (very good – very poor) or stating ‘don’t know’.

- Slide 46 and 24.** The information and advice received by learners is the third strongest driver of overall provider rating, but also the lowest performing area – just 38% of learners rate this as ‘very good’.
- Slides 69 – 70.** Though two in five learners rate the information they receive when **choosing a course** as ‘very good’ (41%), just one in three (34%) rate the information they receive about **future options** after the course as ‘very good’.
- Slide 69.** This is a particular challenge for FE and WfA where 26% and 31% of learners, respectively, rate this as ‘very good’.

Learners are least positive about the information offered by their provider on the options available once they have completed their course

Please rate your college/provider for each of the following...?

■ Very good
 ■ Good
 ■ Fairly good
 ■ Fairly poor
 ■ Poor
 ■ Very poor
 ■ Don't know

Importance ranking

Information given when choosing course

1



Information offered about options available once completed course

2



Benchmark % 'very good'

All providers	FE	WBL	ACL	WfA
41	34	51	50	39
34	26	44	44	31

Information on future options is in particular need of improvement for FE (both full-time and part-time) and WfA learners

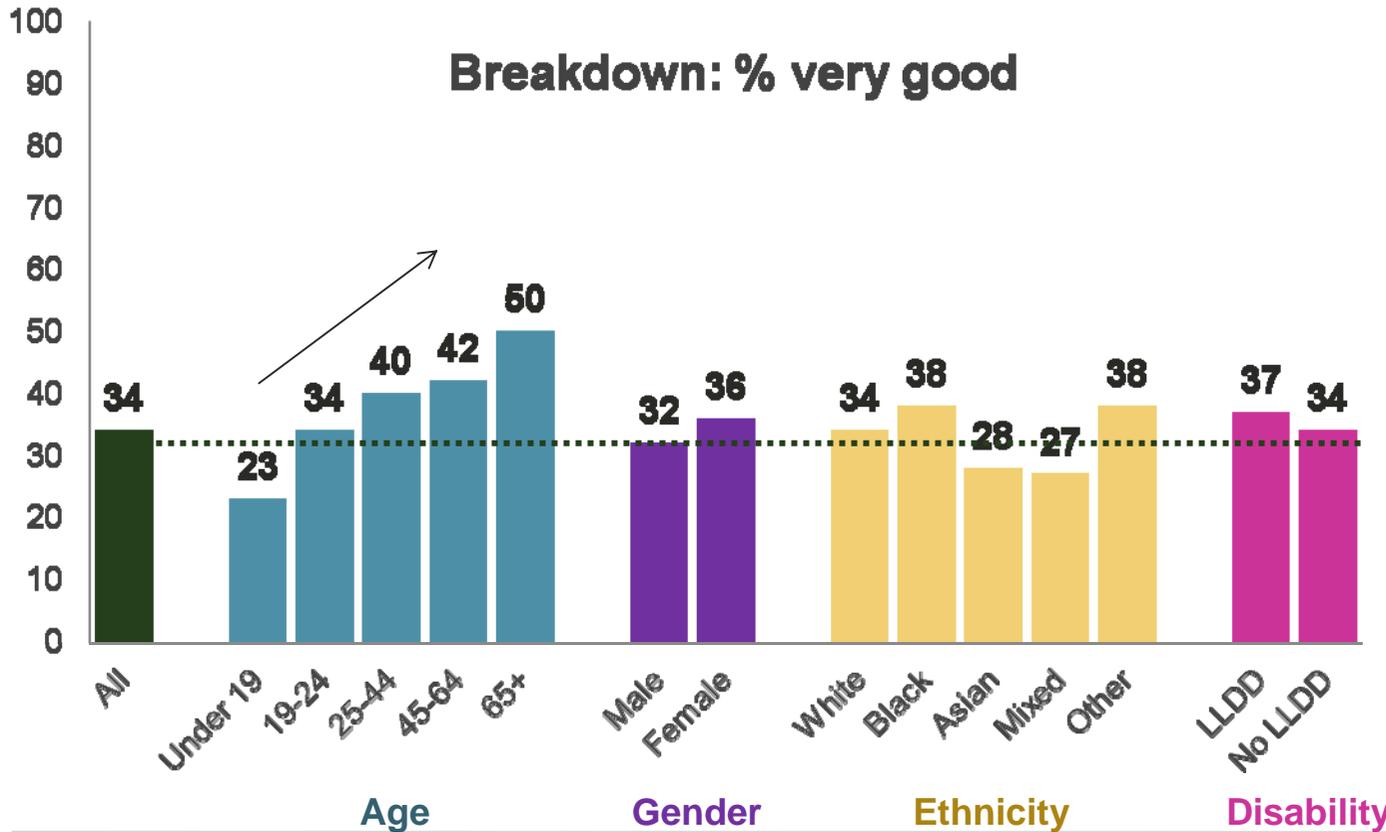
How would you rate... Information offered about options available once completed course?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % very good

FE	FE FT	FE PT	WBL	ACL	WfA
26	26	27	44	44	31



Learners aged 50+ are twice as likely to rate the information they receive as 'very good' compared to those aged under 19.

Those from Black and 'other' BME backgrounds are notably more likely to be satisfied with the information they receive.

8. Health and Wellbeing

This section considers questions specifically relating to health and wellbeing – including sense of safety, cohesion and supporting healthy lifestyles.

8. Health and Wellbeing – summary

The response ‘this does not apply to me’ has been excluded from the bases of the questions in this section. Percentages are, therefore, based on all giving a rating (very good – very poor) or stating ‘don’t know’. It should also be noted that Q5b and Q5c was only asked of FE and WBL learners.

Slide 73. Nearly three in five learners feel that their **provider does a very good job at keeping them safe** (57%), but they are less positive in their assessment of providers helping them understand people from different backgrounds (44% ‘very good’) or promoting a healthy lifestyle (30% ‘very good’).

Slide 73 and 75. More than one in seven learners rate their provider as **‘fairly-very poor’ at promoting a healthy lifestyle** (14%) - the highest negative response across the survey. This is particularly the case in FE, among younger learners and those from mixed ethnic backgrounds.

Slides 73 - 75. Going forward, there is a need to better understand learner expectations on the role of providers in relation to health and well-being since a large number of learners (8,151) felt these questions do not apply to them. Similarly, 4,088 learners felt unable to rate their provider on helping learners understand and respect people from different backgrounds.

Learners think providers are better at ensuring their safety than helping them to understand different backgrounds and adopt a healthy lifestyle

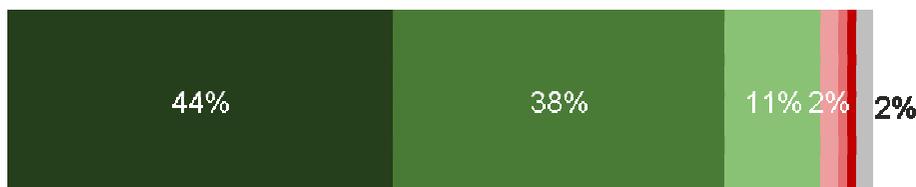
Please rate your college/provider for each of the following...?

Very good Good Fairly good Fairly poor Poor Very poor Don't know

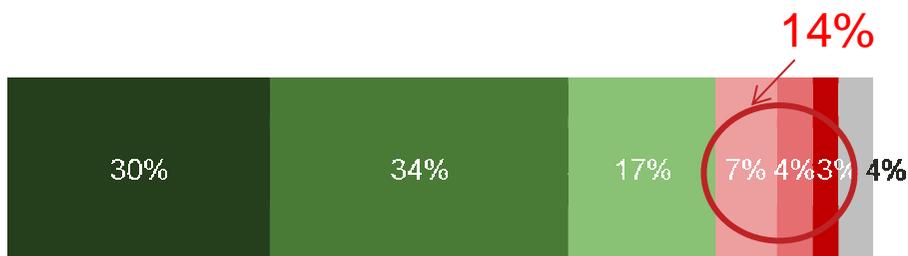
Ensuring you feel safe



Helping understand different backgrounds



Supporting healthy lifestyle



Benchmark % 'very good'

All providers	FE	WBL	ACL	WfA	
Ensuring you feel safe	57	49	63	68	65
Helping understand different backgrounds	44	39	55	-	-
Supporting healthy lifestyle	30	26	42	-	-

Three in five learners rate their provider as 'very good' at ensuring they feel safe

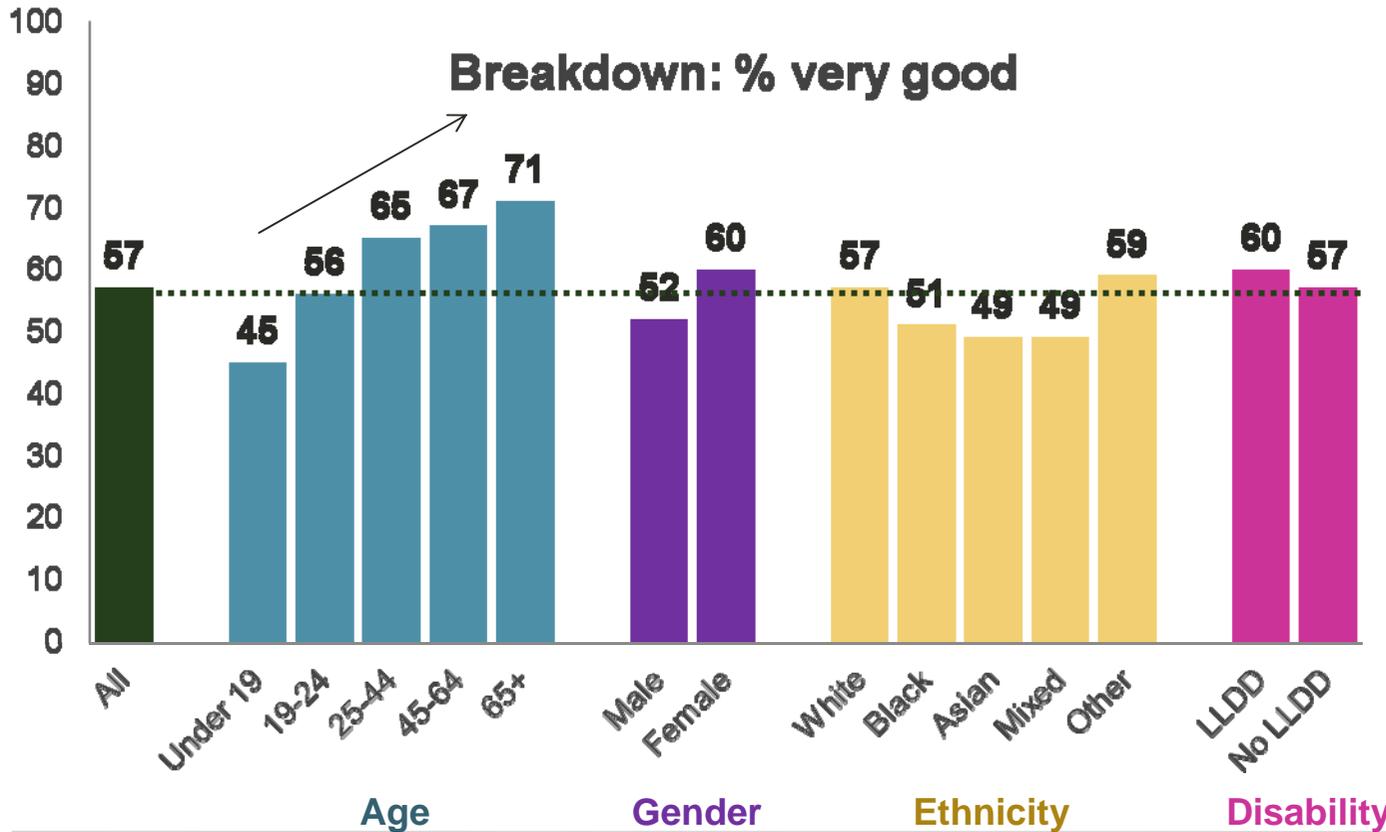
Please rate... Making sure that you feel safe?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % very good

FE	FE FT	FE PT	WBL	ACL	WfA
49	47	51	63	68	65



5,946 learners replied 'this does not apply to me' before this question was re-based to allow for a more robust comparison of the % 'very good'

WBL are significantly more likely to rate their college/provider as 'very good', whereas FE learners are less likely to say this.

Female, White and LDD learners are more likely to rate their college/provider as 'very good'.

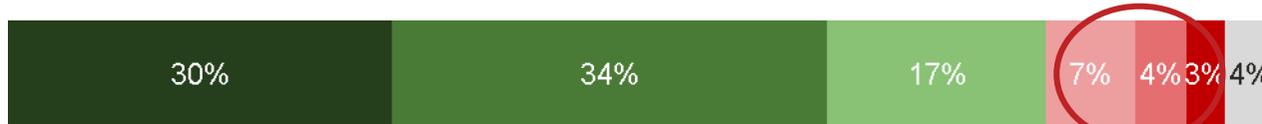
Base: all respondents (49,697)

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

14% feel providers are not doing enough to help them support a healthy lifestyle

Please rate... Supporting you to have a healthy lifestyle?

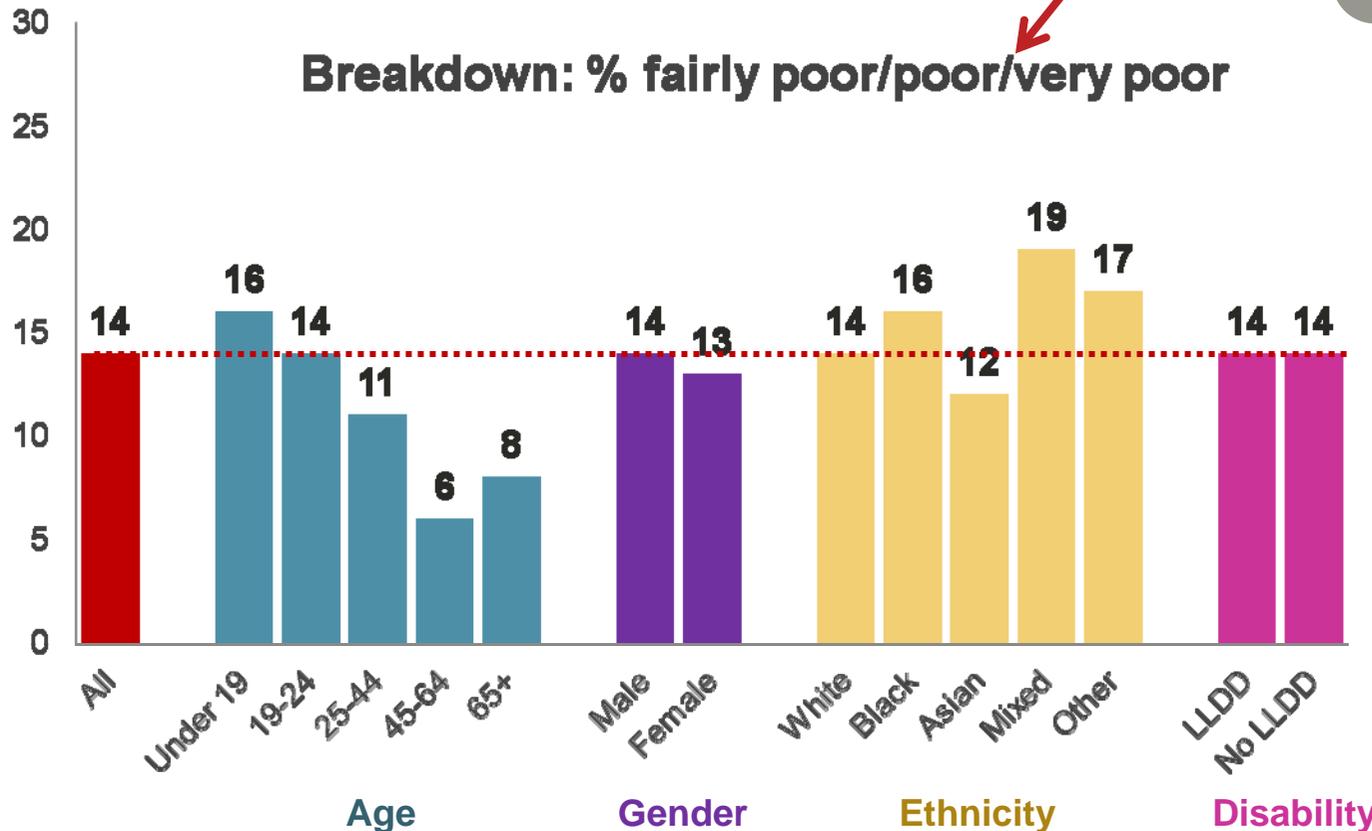
Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % fairly poor/poor/very poor

FE	FE FT	FE PT	WBL	ACL	WfA
16	16	17	7	-	-

Breakdown: % fairly poor/poor/very poor



Among FE and WBL learners, a considerable number of learners (8,151) felt supporting a healthy lifestyle 'does not apply to me'. This was particularly the case for part-time FE learners (39% of all responses selected this option), and WBL learners on Apprenticeships (29% of all responses).

FE learners are more likely to say their provider is 'fairly poor/poor/very poor', as are those aged **under 19**, and those of **mixed** ethnic origin.

Base: all learners responding 'fairly poor', 'poor' or 'very poor' (4,049)
 Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

9. Responsiveness

This section considers questions specifically relating to responsiveness – including the respect from staff and opportunity to give and receive feedback on learner views.

- Slide 46.** As identified in the KDA, respect from staff and the handling of learners' views are the two weakest drivers of overall learning experience. However, this is not to say they are not important; as noted above, relationships with teachers and staff was one of the key themes identified when learners were asked what they like best about their provider.
- Slides 78 – 79.** Three in five learners (63%) think the **respect shown to them by staff is 'very good,'** making this one of the highest performing measures overall, with particularly high scores from learners aged 65 or older (84% rate their provider 'very good').
- Slide 78.** Compared to other measures, a relatively high proportion of learners respond **'don't know' when asked how good their provider is at asking them to give their views** (8%) and giving feedback as a result (17%). This suggests that learners are either unaware of the opportunities available or have chosen not to engage – this may, in part, explain why it is less of a factor in driving overall satisfaction.
- Slide 78.** Nonetheless, there **remains scope for improvement:** just 37% rated the opportunity to state their views as 'very good', and only 31% say their providers are 'very good' at providing feedback. Seeking and feeding back on learner views is rated less positively in FE. However, older learners are the most likely to report that they 'do not know' enough about what has happened after views have been given to rate the quality of feedback or action taken – as many as 38% of those in WfA.

Learners are very positive about the respect shown by staff – 63% very good’ – but are less positive about being asked to give their views

Please rate your college/provider for each of the following...?

Very good Good Fairly good Fairly poor Poor Very poor Don't know

Importance ranking

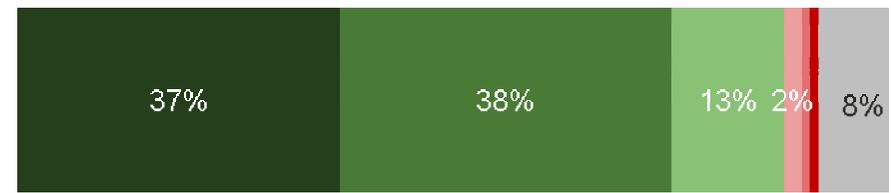
Respect shown from staff

n/a



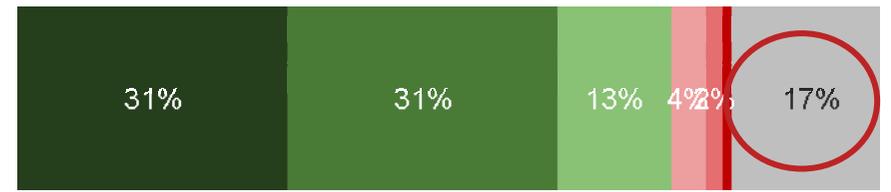
Asking you to give views

1



Feedback after views given

2



Benchmark % 'very good'

All providers	FE	WBL	ACL	WfA
63	51	69	78	83
37	27	49	49	43
31	24	45	37	24

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Base sizes for individual questions shown in the appendix. For ease of reading, figures below 2% are not shown on the chart. 'Respect' was included as a separate factor within the Key Drivers Analysis which drives the 'importance ranking'

Respect shown by staff rises to 84% 'very good' among learners aged 65+; but this falls to 46% among those in full-time FE

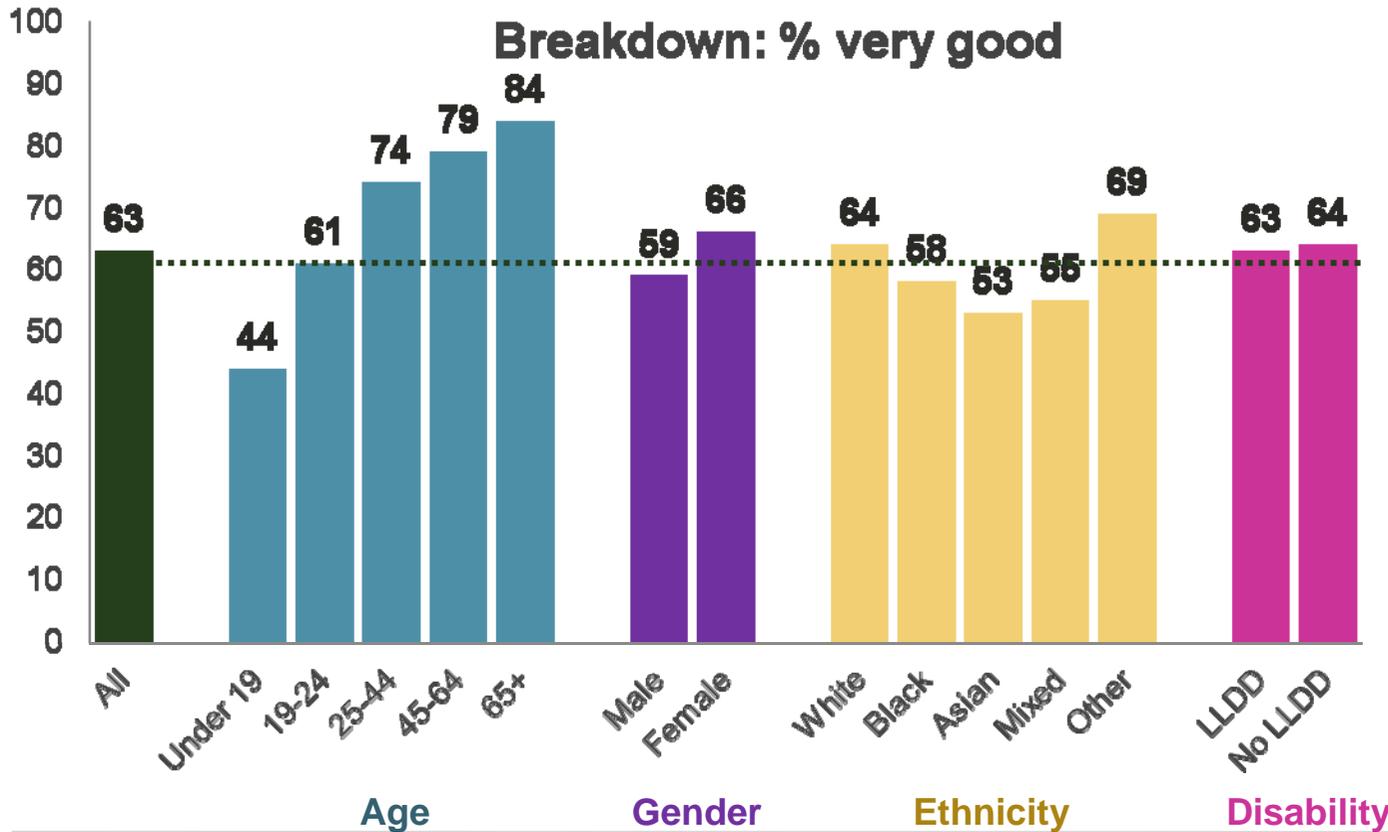
Please rate... The respect shown to you by staff?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % very good

FE	FE FT	FE PT	WBL	ACL	WfA
51	46	55	69	78	83



Variation between subgroups largely mirrors that of other measures, with **FE learners** and those **aged under 19** significantly less likely to rate their college/provider as 'very good'.

Learners in full-time FE are also likely to be less positive than those in part-time FE.

Female, White and **non-LDD** learners are more likely to rate their college/provider as 'very good'.

A relatively high proportion of learners did not know what had happened as a result of the views they had given

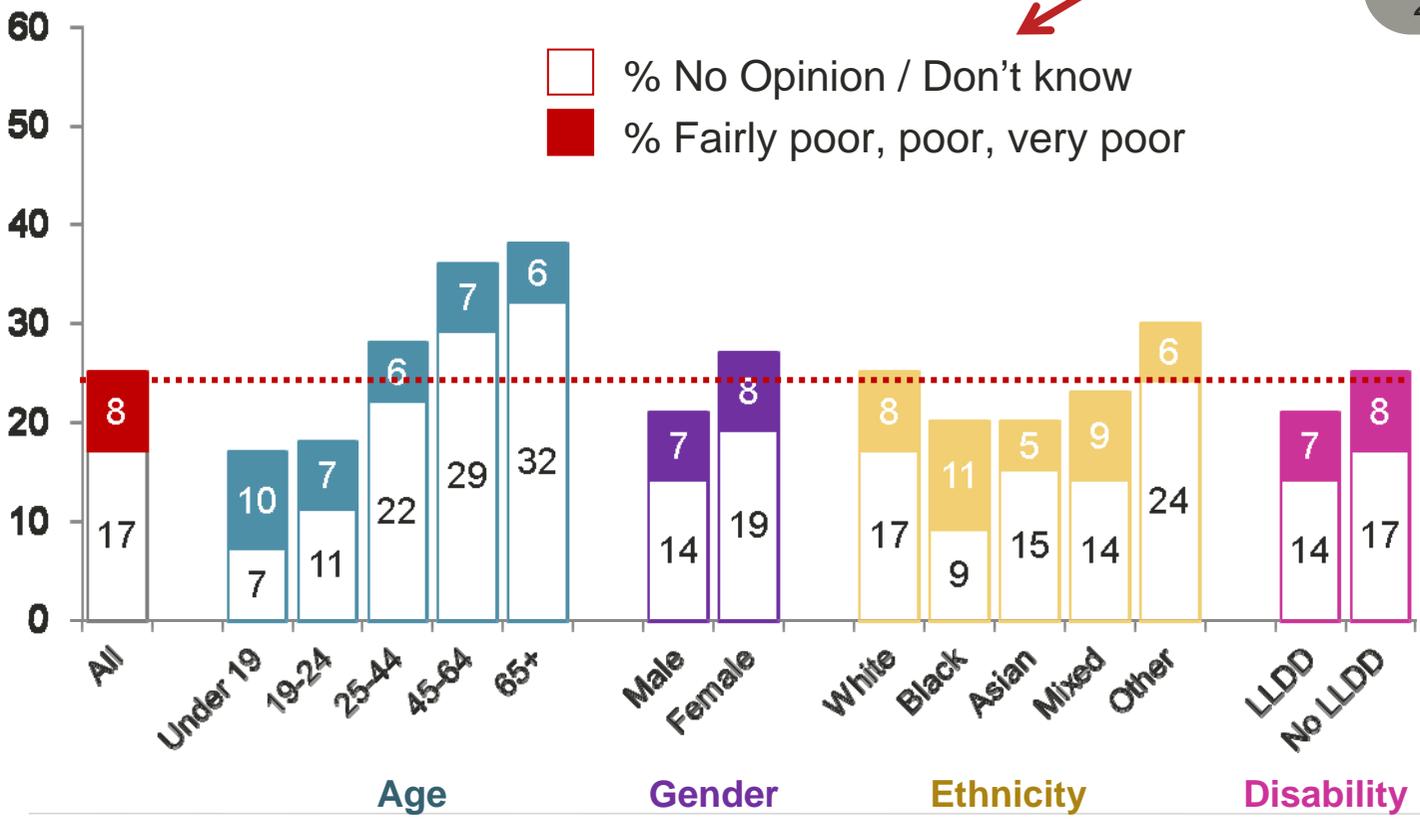
Please rate... Telling you what has happened as a result of the views you have given?

Very good Good Fairly good Fairly poor Poor Very poor No opinion/Don't know



Sector breakdown: % no opinion / don't know / fairly poor / poor / very poor

	FE	FE FT	FE PT	WBL	ACL	WfA
	25	17	29	12	29	47



Learners aged over 25 are significantly more likely to say 'don't know' – rising to a third of those aged 65+.

One in ten of learners under 19 (10%) and those from Black backgrounds (11%) rate the feedback they do receive as either fairly poor, poor or very poor.

Base: all learners (53,196)
Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

10. Learning in Welsh

This section considers questions relating to learning in Welsh – including language preference and the opportunity for learning in Welsh.

These questions were asked of all learners, except those in WfA.

Slide 83. Just one per cent of learners say that they want to learn in Welsh only, but nine per cent want to learn bilingually.

Slide 84. **Just under half of all learners say that they were offered the chance to learn in Welsh** (45%); however this falls to 27% of learners in ACL. A significant number of learners do not know if they were given the opportunity to learn in Welsh (33%) and a large number of learners chose not to provide an answer at all.

One per cent of learners want to learn in Welsh only, but around one in ten would like to learn bilingually

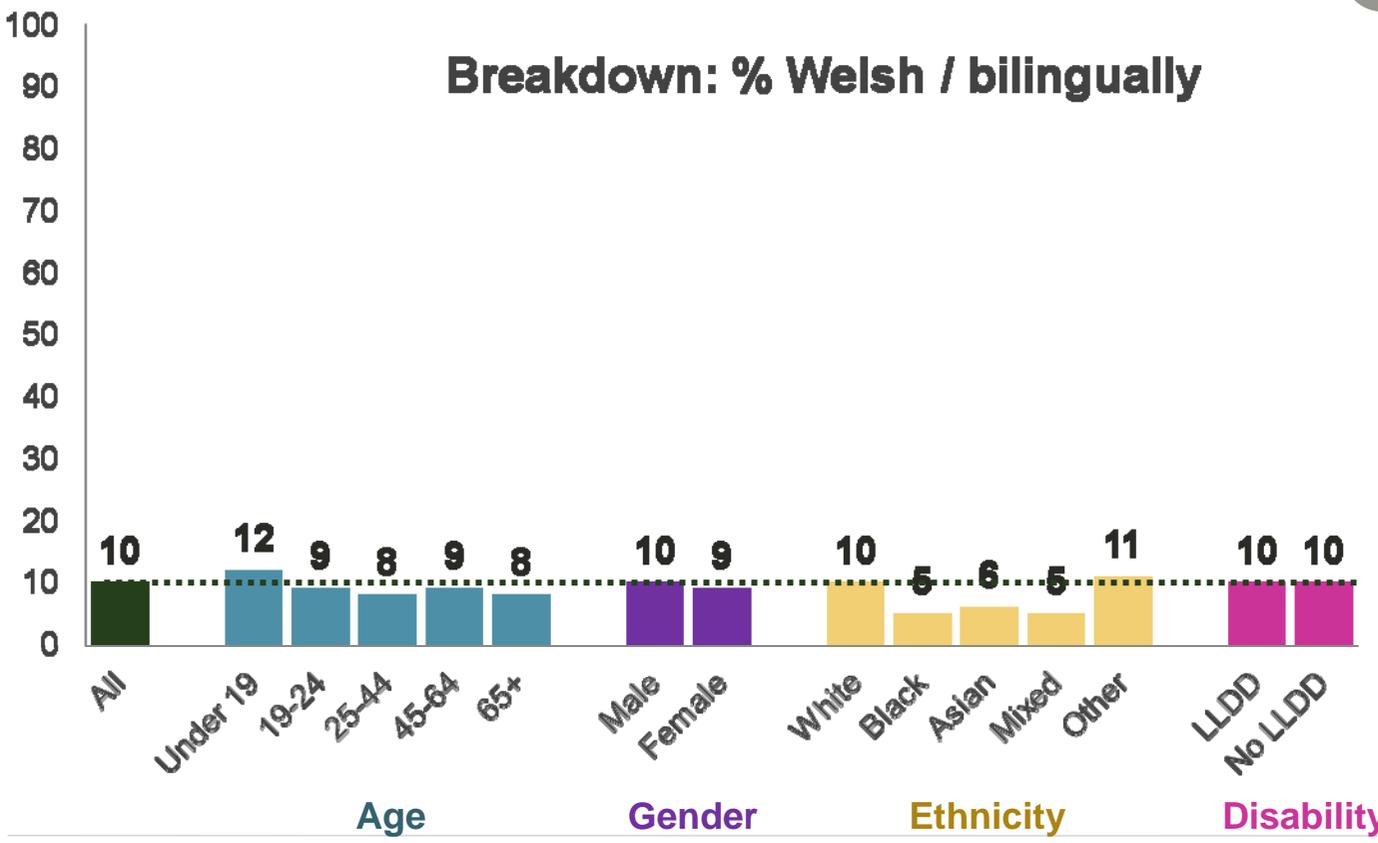
Which of the following options best describes how you prefer to learn?

■ I prefer to learn In Welsh ■ I prefer to learn In Welsh and English ■ I prefer to learn In English



Sector breakdown: % Welsh / bilingually

FE	FE FT	FE PT	WBL	ACL
11	10	11	8	10



Desire to learn in Welsh/bilingually is broadly consistent across FE, WBL and ACL, though it is most apparent among the youngest age group – learners aged under 19 (12%).

Learning in Welsh/bilingually is less preferred among those from Black, Asian and Mixed backgrounds.

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Total base size: 50,977. Of those who prefer English (45,958); of those prefer bilingually (4,450); of those who prefer Welsh (569)

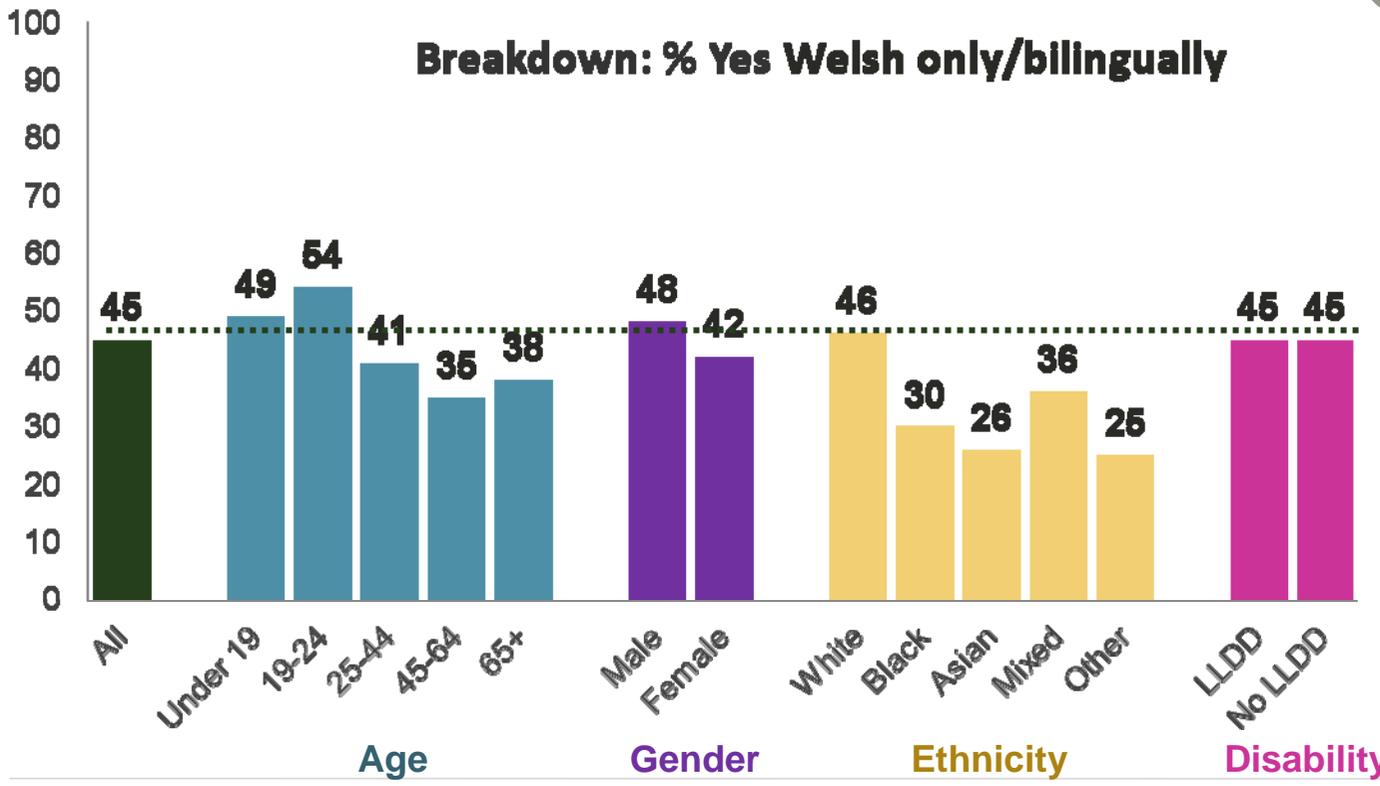
45% of learners say that they were offered the chance to learn in Welsh bilingually, though a significant number do not know what was offered

Did your college/provider offer you the chance to learn through Welsh or with Welsh-language support?



Sector breakdown: % Welsh only/bilingually

FE	FE FT	FE PT	WBL	ACL
45	51	41	58	27



In addition to the proportion who 'don't know' the survey yielded a large number of 'not stated' responses where learners chose not to give a response (2,062), this suggests that a further group of learners did not know whether they were offered the chance to learn in Welsh.

Being offered the opportunity to learn through Welsh is highest among younger learners and lowest among those from BME backgrounds.

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Total base size: 50604. Of those who prefer English (45,534); of those prefer bilingual (4,408); of those who prefer Welsh (564)

Slide 86
and 87.

However, there remains a **mismatch between supply and demand**: 54% of those who want to learn bilingually say they were offered the chance to do so; and 29% of those who want to learn in Welsh only say they were offered chance to do so.

Slide 88.

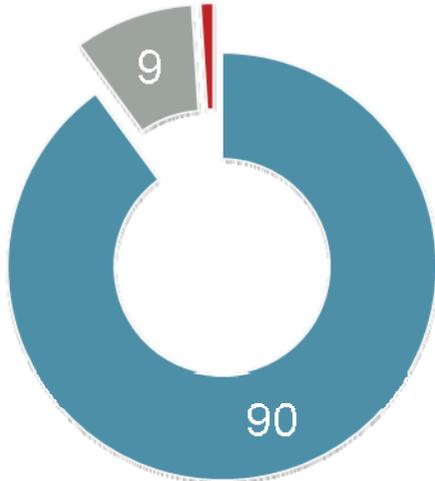
Demand to learn in Welsh is highest in North Wales. The proportion of learners being offered the opportunity to learn through Welsh is particularly low in ACL provision and varies by sector subject and programme type.

There appears to be a mismatch between supply of, and demand for, Welsh medium and bilingual learning

Which of the following options best describes how you prefer to learn? (Base: FE, WBL, ACL)

■ I prefer to learn in English ■ I prefer to learn in both ■ I prefer to learn in Welsh

Of those who prefer Welsh...	%
Yes, offered chance to learn in Welsh only	29
Yes, offered chance to learn in both	37
No, not offered chance to learn in Welsh	20
Don't know	14



Of those who prefer English...	%
Yes, offered chance to learn in Welsh only	4
Yes, offered chance to learn in both	39
No, not offered chance to learn in Welsh	23
Don't know	34

Of those who prefer both...	%
Yes, offered chance to learn in Welsh only	8
Yes, offered chance to learn in both	54
No, not offered chance to learn in Welsh	22
Don't know	15

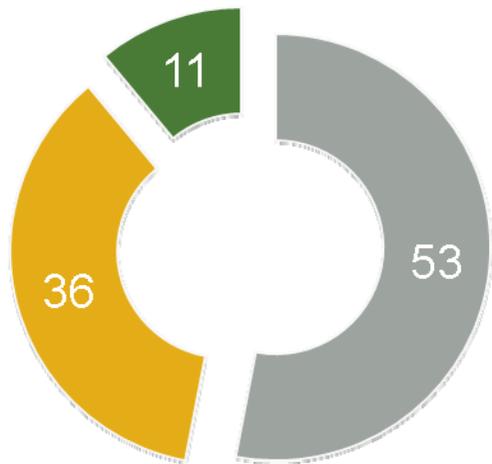
Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Total base size: 50,604. Of those who prefer English (45,534); of those prefer bilingual (4,408); of those who prefer Welsh (564)

Approaching half (47%) of learners that have some Welsh language skills say they were not offered the opportunity to learn in Welsh

How would you describe your Welsh language skills? (Base: FE, WBL, ACL)

■ None at all ■ Some language skills ■ Fluent

Of those who are fluent...	%
Yes, offered chance to learn in Welsh only	11
Yes, offered chance to learn in both	54
No, not offered chance to learn in Welsh	22
Don't know	13



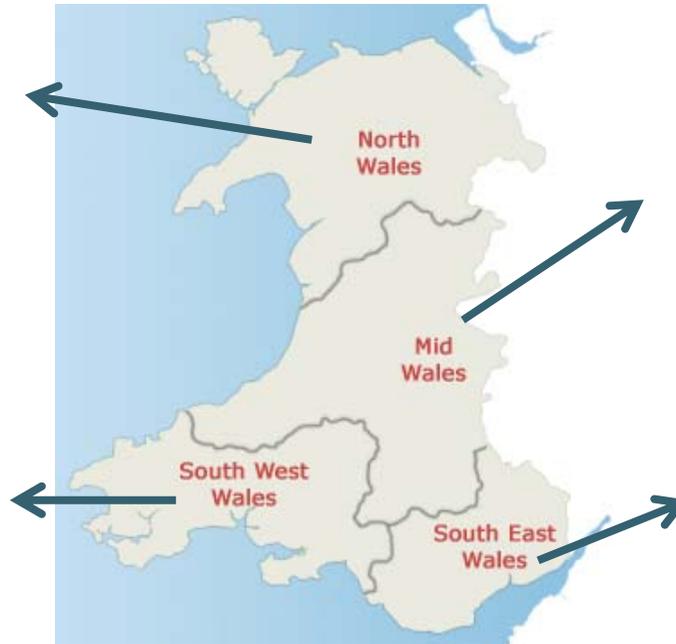
Of those who have none...	%
Yes, offered chance to learn in Welsh only	4
Yes, offered chance to learn in both	34
No, not offered chance to learn in Welsh	24
Don't know	38

Of those who have some skills...	%
Yes, offered chance to learn in Welsh only	4
Yes, offered chance to learn in both	44
No, not offered chance to learn in Welsh	21
Don't know	30

Demand for learning in Welsh is highest in North Wales, which also has the highest proportion of learners offered the opportunity

Which of the following options best describes how you prefer to learn? ; Did your college/provider offer you the chance to learn through Welsh or with Welsh-language support?

% want to learn in Welsh / Bilingually		% Offered chance to learn in Welsh / Bilingually	
		Total	As % of those who <u>want</u> to
FE	17%	61%	76%
WBL	16%	75%	88%
ACL	25%	47%	74%



% want to learn in Welsh / Bilingually		% Offered chance to learn in Welsh / Bilingually	
		Total	As % of those who <u>want</u> to
FE	14%	62%	60%
WBL	13%	68%	76%
ACL	8%	30%	60%

% want to learn in Welsh / Bilingually		% Offered chance to learn in Welsh / Bilingually	
		Total	As % of those who <u>want</u> to
FE	7%	33%	38%
WBL	4%	51%	59%
ACL	6%	20%	43%

% want to learn in Welsh / Bilingually		% Offered chance to learn in Welsh / Bilingually	
		Total	As % of those who <u>want</u> to
FE	7%	40%	55%
WBL	8%	62%	69%
ACL	5%	15%	24%

- Slide 90.** ACL learners, those aged 45+ and those from BME backgrounds are less likely to say they were offered the chance to learn in Welsh / Bilingually.
- Slide 91.** **Within FE:** lower proportions of learners studying Language, Literature and Culture say they were offered the opportunity to learn in Welsh, despite a relatively high demand.
- Slide 92.** **Within WBL:** particularly small numbers of Traineeship learners say they were offered the opportunity to learn in Welsh / bilingually compared to Apprenticeships and Flexible learning.
- Slide 93.** **Within ACL:** there is a significant demand for learning in Welsh / bilingually among learners on History, Philosophy and Theology courses; learners on leisure, travel and tourism, and arts, media and publishing courses are less likely to say they were offered the opportunity (for those who want to) to learn in Welsh / bilingually.

ACL learners and those from BME backgrounds are less likely to say they were offered the opportunity to learn in Welsh / bilingually

	% fluent or have some Welsh language skills	% want to learn in Welsh / Bilingually	% offered chance to learn in Welsh / Bilingually		
			Total	As % of those who <u>want</u> to learn in Welsh / Bilingually	As a % of those who are fluent / have some Welsh language skills
All learners in FE, WBL and ACL	47%	10%	45%	63%	53%
FE	53%	11%	45%	62%	52%
<i>FE full time</i>	55%	10%	51%	67%	57%
<i>FE part time</i>	52%	11%	41%	61%	48%
WBL	42%	8%	58%	75%	66%
ACL	35%	10%	27%	53%	36%
Male	45%	10%	48%	66%	56%
Female	49%	9%	42%	61%	50%
Under 19	59%	12%	49%	68%	55%
19-24	50%	9%	54%	65%	59%
25-44	38%	8%	41%	57%	48%
45-64	34%	9%	35%	57%	43%
65+	35%	8%	38%	50%	37%
White	48%	10%	46%	64%	53%
BME	31%	6%	29%	41%	40%
LLDD	40%	10%	45%	66%	55%

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013. Total base size: 50,604. Of those who prefer English (45,534); of those prefer both (4,408); of those who prefer Welsh (564)

Despite demand, those on a language, literature and culture course are among the least likely to say they were offered the opportunity to learn in Welsh / bilingually

	% fluent or have some Welsh language skills	% want to learn in Welsh / Bilingually	% offered chance to learn in Welsh / Bilingually		
			Total	As % of those who <u>want</u> to learn in Welsh / Bilingually	As a % of those who are fluent / have some Welsh language skills
All FE learners	53%	11%	45%	62%	52%
Health, Public Services & Care	56%	10%	47%	72%	56%
Science & Maths	59%	8%	45%	60%	51%
Agriculture, Horticulture & Animal Care	63%	14%	60%	78%	65%
Engineering & Manufacturing Technologies	51%	11%	52%	71%	57%
Construction, Planning & the Built Environment	45%	12%	45%	60%	52%
Information & Communication Technology	48%	7%	49%	72%	56%
Retail & Commercial Enterprise	55%	10%	53%	66%	59%
Leisure, Travel & Tourism	63%	11%	50%	49%	52%
Arts, Media & Publishing	56%	9%	50%	59%	54%
History, Philosophy & Theology	63%	11%	47%	82%	56%
Social Sciences	63%	7%	36%	70%	38%
Language Literature & Culture	58%	17%	35%	51%	42%
Education & Training	59%	15%	41%	76%	41%
Preparation for Life & Work	50%	11%	45%	55%	53%
Business, Administration & Law	51%	8%	35%	55%	41%

Learner Voice Wales Survey 2013. Fieldwork conducted Jan 14th – Feb 23rd 2013.

Base: All FE learners: (31,808)

Within WBL, the opportunity to learn in Welsh / bilingually is less apparent among Traineeships

			% offered chance to learn in Welsh / Bilingually		
			Total	As % of those who <u>want</u> to learn in Welsh / Bilingually	As a % of those who are fluent / have some Welsh language skills
All WBL learners	42%	8%	58%	75%	66%
Foundation Apprenticeship	42%	8%	64%	83%	72%
Apprenticeship	46%	8%	63%	75%	68%
Higher Apprenticeship	40%	5%	52%	68%	63%
Traineeship	42%	8%	40%	63%	48%
Steps to Employment	34%	5%	45%	69%	51%
Flexible Learning	36%	3%	68%	60%	76%
Skill Build	33%	6%	50%	67%	61%

Within ACL, those on leisure and arts courses are less likely to be offered the chance to learn in Welsh

			% offered chance to learn in Welsh / Bilingually		
			Total	As % of those who <u>want</u> to learn in Welsh / Bilingually	As a % of those who are fluent / have some Welsh language skills
All ACL learners	35%	10%	27%	53%	36%
Health, Public Services & Care	28%	7%	48%	62%	36%
Information and Communication Technology	29%	7%	34%	62%	50%
Retail & Commercial Enterprise	38%	10%	25%	71%	35%
Leisure, Travel & Tourism	49%	7%	26%	50%	21%
Arts, Media & Publishing	33%	8%	24%	41%	25%
History, Philosophy & Theology	49%	23%	34%	65%	43%
Language Literature & Culture	40%	14%	18%	53%	32%
Independent Living Skills	12%	2%	18%	100%	29%
Adult Basic Education	38%	13%	42%	60%	49%
English for speakers of Other Languages	13%	7%	15%	70%	38%
Other subject area	41%	10%	27%	51%	34%

Appendix

Sample profile – used for weighting 1

Learner groups	Learner groups	Number of responses	Unweighted % of total learners	Weighted % of total learners
Age	Under 19 years	23,251	43%	32%
	19 - 24	11,517	21%	18%
	25-44	10,589	20%	28%
	45-64	5,349	10%	16%
	65+	2,393	4%	6%
	Unknown	799	2%	*
Gender	Male	24,987	46%	43%
	Female	28,080	52%	57%
	Unknown	831	2%	*

Learner groups	Learner groups	Number of responses	Unweighted % of FE learners	Weighted % of FE learners
FE mode	FE Full time	19,939	63%	40%
	FE Part time	6,464	20%	42%
	Unknown	5,405	17%	18%
FE course level	Entry Level	1,556	5%	6%
	Level 1	4,122	13%	14%
	Level 2	9,075	29%	31%
	Level 3+	15,715	49%	43%
	Level unknown	1,340	4%	5%

Sample profile – used for weighting 2

Learner groups	Learner groups	Number of responses	Unweighted % of WBL learners	Weighted % of WBL learners
WBL Programme Type	Foundation Apprenticeship	4,041	31%	39%
	Apprenticeship	4,725	36%	32%
	Higher Apprenticeship	540	4%	4%
	Traineeship	1,969	15%	12%
	Steps to Employment	761	6%	5%
	Flexible learning	199	2%	2%
	Skill Build	72	1%	2%
	Unknown	929	7%	7%

Sample profile – used for weighting 3

Learner groups	Learner groups	Number of responses	Unweighted % of ACL learners	Weighted % of ACL learners
ACL SSA	Health, Public Services & Care	546	8%	3%
	Information and Communication Technology	1,009	14%	14%
	Retail & Commercial Enterprise	86	1%	1%
	Leisure, Travel & Tourism	82	1%	1%
	Arts, Media & Publishing	1,108	16%	16%
	History, Philosophy & Theology	100	1%	1%
	Language Literature & Culture	645	9%	13%
	Independent Living Skills	54	1%	1%
	Adult Basic Education	466	7%	5%
	English for speakers of Other Languages	298	4%	4%
	Other subject area	1,696	24%	26%
	Unknown	949	13%	2%

Sample profile – used for weighting 4

Learner groups	Learner groups	Number of responses	Unweighted % of WfA learners	Weighted % of WfA learners
WfA Course Level	Entry level	666	37%	42%
	Foundation level	396	22%	22%
	Intermediate level	328	18%	15%
	Advanced level	215	12%	11%
	Proficiency level	80	4%	4%
	Other level	22	1%	1%
	Unknown	108	6%	6%

Sample profile – variables used for additional sub-group analysis

Learner groups	Learner groups	Number of responses	Unweighted % of total learners	Weighted % of total learners
Ethnicity	White	49,535	94%	94%
	Black	579	1%	1%
	Asian	1106	2%	1%
	Mixed	748	1%	1%
	Other	361	1%	1%
	Unknown	1569	3%	3%
LLDD	LLDD	5,486	10%	11%
	No LDD	45,304	84%	85%
	Unknown	3,108	6%	5%
Region	Mid Wales	1,536	3%	3%
	North Wales	11,037	20%	19%
	South East Wales	19,221	37%	39%
	South West Wales	7,326	14%	13%
	Unknown	14,778	27%	26%

Sample profile – variables used for profiling, not weighting

Learner groups	Learner groups	Number of responses	Unweighted % of FE learners	Weighted % of FE learners
FE SSA	Health, Public Services & Care	3,030	14%	14%
	Science & Maths	1,988	9%	8%
	Agriculture, Horticulture & Animal Care	788	4%	4%
	Engineering & Manufacturing Technologies	2,791	13%	12%
	Construction, Planning & the Built Environment	1,821	9%	9%
	Information & Communication Technology	1,577	8%	7%
	Retail & Commercial Enterprise	2,512	12%	10%
	Leisure, Travel & Tourism	1,377	7%	5%
	Arts, Media & Publishing	2,368	11%	9%
	History, Philosophy & Theology	448	2%	2%
	Social Sciences	468	2%	2%
	Language Literature & Culture	1,406	7%	7%
	Education & Training	286	1%	2%
	Preparation for Life & Work	4,354	21%	18%
	Business, Administration & Law	2,339	11%	12%

Question number	Sector(s) asked to	Question abbreviation	Question asked in survey	Base size
8	All	Overall rating	Could you now rate your college / provider overall?	53,564
9	All	Overall expectations	Is this course / training what you expected it to be? Please think about the work you have to do, the content of the course / training and the advice you had when choosing the course / training.	53,564
Information and advice				
1	All	Info when choosing course	Please rate the information you were given by your college / provider when you were choosing your course(s) / training. Was it...?	51,913
2	All	Info about options available	How would you rate the information and advice offered by your college / provider about the different options available to you once you have completed your course(s) / training ?	50,108
Help and Support				
<i>Please think about how your college / provider supports you and your learning. How would you rate your college / provider for each of the following...</i>				
3a	All	Help settling in	Helping you settle in to your college / training / course.	52,669
3b	All	Informing where to go for support	Informing you of where to go for support, within and outside your college / provider.	51,508
3c	All	Providing specific help and support	Providing specific help and support with issues related to your course / training.	51,703
3d	All	Providing extra learning support	Providing extra learning support services such as reading, writing or maths.	42,874
3e	All	Ensuring the right equipment	Making sure you have the right equipment and materials for your course / training	51,370
3f	All	Providing support for personal issues	Providing support for personal issues that help you to stay on your course / training, for example, finance, childcare, transport and health issues	42,794

Question number	Sector(s) asked to	Question abbreviation	Question asked in survey	Base size
Responsiveness				
<i>Please rate your college / provider for each of the following...</i>				
4a	All	Respect shown by staff	The respect shown to you by all staff within the college / provider (your assessor or tutor and any others you have talked to) / provider (your teacher or tutor and any others you have talked to) / provider (your teacher or tutor and any others you have talked to).	53,639
4b	All	Asking you to give views	Asking you to give your views about the college, for example, student council or questionnaires / provider, for example, surveys or questionnaires.	53,412
4c	All	Feedback after views given	Telling you what has happened as a result of the views you have given.	53,196
Health and wellbeing				
<i>How do you rate your college / provider for the following...? If any of the questions do not apply to you then please select 'this does not apply to me'.</i>				
5a	All	Ensuring you feel safe	Making sure that you feel safe whilst on your course / training.	49,697
5b	WBL and FE	Supporting healthy lifestyle	Supporting you to have a healthy lifestyle, for example, providing facilities and information for exercise and a healthy diet.	37,155
5c	WBL and FE	Helping understand different backgrounds	Helping you to understand and respect people from different backgrounds	41,274

Question number	Sector(s) asked to	Question abbreviation	Question asked in survey	Base size
Teaching and training				
<p><i>Please think now about your experience in your classes with teachers or tutors. / The next questions are about what you think about your tutors or assessors who you have contact with as part of your training. You may see them when you go in to your provider and also in the workplace if you are employed. / Please think now about your experience in your classes with teachers or tutors. If any of these questions do not apply to you then please select 'this does not apply to me'</i></p>				
6a	All	Talking about learning aims	Talking about your learning aims.	65,810
6b	All	Explaining work	Explaining the work you have to do.	65,793
6c	All	Listening to you	Listening to you and what you need to help you learn.	65,770
6d	All	Feedback on how to improve	Giving you feedback on how to improve.	65,751
6e	All	Ensuring work not disturbed	Making sure that other learners do not disturb your work.	65,610
6f	All	Treating fairly with respect	Treating you fairly and with respect.	65,784
6g	All	Good use of time	Making good use of your time including starting and finishing classes on time.	65,771
6h	ACL, WfA and FE	Keeping you interested	Delivering the course in a way that keeps you interested.	51,546
6i	WBL	Giving enough one-to-one time	Giving you enough one-to-one time.	12,818
6j	WBL	Ensuring training is relevant	Ensuring that the training is relevant to the work you are doing or wish to do.	12,775

Question number	Sector(s) asked to	Question abbreviation	Question asked in survey	Base size
Learning in Welsh				
7a	FE, WBL, ACL	Welsh language preference	Which of the following options best describes how you prefer to learn?	50,977
7b	FE, WBL, ACL	Offered the chance to learn in Welsh/Welsh and English?	Did your college / provider offer you the chance to learn through Welsh or with Welsh-language support?	50,604
7c	FE, WBL, ACL	Welsh language skills	How would you describe your welsh language skills?	50,827

- It should be remembered that only a sample of learners took part in the Learner Voice Wales survey, and therefore results are subject to sampling tolerances.
- The variation between the sample results and the “true” values (i.e. if everyone had been interviewed) can be predicted from knowledge of the number of people responding to a question (the base size) and the number of times that a particular answer is given.
- For example, on a question where 50% of the learners in WBL respond with a particular answer, the chances are 95 in 100 that this result would not vary, plus or minus, by more than 1 percentage point.
- *NB: Strictly speaking the tolerances shown here apply only to random samples.*

Approximate sampling tolerances applicable to percentages at or near these levels

	10% or 90%	30% or 70%	50%
	±	±	±
<i>Size of sample which survey result is based</i>			
53,928 (All – Wales)	1	1	1
39,699 (FE)	1	1	1
13,266 (WBL)	1	1	1
7,399 (ACL)	1	1	1
1,815 (WfA)	1	2	2

Guide to statistical reliability – 2

- When results are compared between sub groups (e.g. males versus females), differences may appear. The difference may be “real”, or it may occur by chance (because not everyone was interviewed). To test if the difference is a real one - i.e. if it is “statistically significant” - we have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen.
- For example, if 50% of Asian learners (base size: 597) give a particular answer, and 53% of learners from a Mixed ethnic background (base size: 393) give the same answer, there is **not** a statistically significant difference between the responses of the two groups.
- If however, 47% of Asian learners give the same answer, then this **is** a statistically significant difference (since there is more than a 4.0 percentage point difference between the two).
- The range required to be confident of a ‘real’ differences increases as the base size of the two sub-groups gets smaller.

Differences required for significance at or near these levels			
	10% or 90%	30% or 70%	50%
	±	±	±
897 (Asian) vs 393 (Mixed ethnic background)	2.4	3.7	4.0
1,009 (ICT SSA within ACL) vs 82 (Leisure, travel and tourism SSA within ACL)	6.8	10.4	11.3

Key Drivers Analysis – technical note

- Key driver analysis was conducted on Q8 “Please can you rate your college/provider overall” to help understand which aspects of the learner experience were most important for shaping a learners overall rating of their provider.
- The initial dataset included 53,898 respondents, however the number of responses entered into the analysis was reduced to 33,534 to account for learners who:
 - did not answer Q8 (the dependent variable) or answered don’t know.
 - answered “This does not apply to me” to any of the 20 drivers
 - did not give an answer to at least 10 of the drivers.
 - The rest of the missing values were imputed using Markov Chain Monte Carlo (MCMC) methods (imputation is the practice of 'filling in' missing data with plausible values, this is based on the responses of like minded respondents).
- Factor analysis was conducted to reduce the number of ‘drivers’ to be considered by the KDA. The factor analysis looks for questions that yield similar responses and joins them together so that only uncorrelated factor (‘drivers’) are considered in the same KDA model.
- Linear regression was then used to analyse the relationship between the dependent variable (overall rating) and the 6 uncorrelated factors. The analysis controlled for differences in age, gender, ethnicity; and found no significant differences between sectors.
- Weights were applied to the regression analysis to ensure it was representative of the learner profile.
- This resulted in the percentages shown in the Key Driver Analysis.

Further information about the KDA conducted can be found in the technical report.

